. DOCUMENT RESUME

ED 314 693 CG 022 229

AUTHOR	Cafferty, Elsie; Lavaty, Evelyn
TITLE	Nebraska Career Guidance Program Handbook.
INSTITUTION	Kearney State Coll., NE. Center for Vocational Education.
SPONS AGENCY	Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE	89
NOTE	895p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF06/PC36 Plus Postage.
DESCRIPTORS	Career Awareness; Career Counseling; *Career Development; *Career Education; *Career Guidance; Career Planning; Elementary Secondary Education; Prevocational Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS	*Nebraska

ABSTRACT

This Handbook was developed for statewide dissemination to K-12 counselors and teachers in Nebraska, for use in a comprehensive career guidance and counseling program. The activities described in the handbook are developmental and sequential, and they address learning, personal/social, and career guidance goals from elementary through senior high school. These activities are subdivided by grade level, and each activity sheet lists general goals, specific objectives, level, materials needed, procedure, comments, national guidelines, evaluation criteria, and resources. Student, teacher, and counselor assessment instruments and an extensive bibliography are appended. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CG

ED314693

NEBRASKA CAREER

GUIDANCE PROGRAM HANDBOOK

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Elsie Cafferty

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

** GUIDANCE PROGRAMS ARE COMPREHENSIVE AND DEVELOPMENTAL.

** GUIDANCE PROGRAMS FOCUS ON INDIVIDUALS COMPETENCIES NOT JUST THEIR DEFICIENCES.

** GUIDANCE PROGRAMS ARE BUILT ON A TEAM APPROACH.

** GUIDANCE PROGRAMS MANDATE ARTICULATION.

-- Dr. Norman Gysber

CG022229

Project Director:
Elsie Cafferty, Ed.D., Professor, NCC, NCCCC
Nebraska State Certified Professional Counselor
Center for Vocational Education
Kearney State College

In cooperation with:
Evelyn Lavaty, Ph.D., Director
Career Guidance and Counseling
Vocational Special Needs
Nebraska Department of Education

BEST COPY AVAILABLE

NEBRASKA BOARD OF EDUCATION

Max Larsen, President	Lincoln (District 1)
James Monahan, Vice President	Omaha (District 2)
Helen Greene	Ashland (District 3)
Caren Hamilton	Grand Island (District 4)
Thelma Lang	Litchfield (District 5)
William Ramsey	Omaha (District 6)
Walter M. Thompson	Oakland (District 7)
Russell Worthman	Gering (District 8)

POLICY STATEMENT

The materials presented herein were developed pursuant to a grant to the Center for Vocational Education, Kearney State College from the Nebraska State Department of Education, Vocational Education Division under the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524).

It is the policy of the Nebraska Department of Education and Kearney State College not to discriminate on the basis of sex, handicap, race, color, religion, marital status, or national or ethnic origin in its educational programs, admissions policy, or other agency administered programs.

FOREWORD

No one who has a part in planning our future can ignore the fact there is tremendous change -- an historic transformation -- from even the recent past. We in education must cope with the problem of meeting new needs while attempting to retain old values. We cannot afford to waste good minds or jeopardize the chances of gaining the fullest productivity from future generations.

The Nebraska Career Guidance Program Handbook has been developed as a competency-based model founded on the premise that as children mature they pass through developmental stages vital to their growth. During these stages specific kinds of learning and development must occur.

Each counselor -- or teacher -- will use this handbook in a different way. The activities are developmental, sequential, and clearly address the student competencies to be learned. The format encourages teachers and counselors to use all or parts of the handbook. It is hoped that this will encourage a team approach to the district career guidance and counseling program.

We are entrusted with some of society's most sensitive responsibilities: educating young people in building toward a secure future. This handbook is the result of the efforts of numerous individuals who assisted with the task.

Marge Harouff, Ed.D.
Assistant Commissioner
Division of Vocational Education

ACKNOWLEDGEMENTS

The Nebraska Career Guidance Program Handbook has been developed as a result of funds from the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). A three-year project was funded through the Nebraska State Department of Education - Vocational Division for the development, field testing and statewide dissemination of the K-12 Career Guidance Program Handbook.An advisory committee was appointed to guide and assist in the handbook development process.

Advisory Committee:

Ronald Burmood
Omaha Public Schools
3902 Davenport Street
Omaha, NE 68131

Diana Champagne
Wildewood Elementary School
81st. & Ralston Avenue
Ralston, NE 68127

Jim Doyle
Mid-Plains Community College
I-80 & Highway 83
North Platte, NE 69101

John Dudley
Lincoln Public Schools
720 S. 22nd Street
Lincoln, NE 68510

Nick Freeland
Kenesaw Public Schools
P.O. Box 129
Kenesaw, NE 68956

Dennis Harding
Millard Public Schools
13270 Millard Avenue
Millard, NE 68137

Lisa Heine
Elkhorn Secondary School
711 Veterans Drive
Elkhorn, NE 68022

Lavelle Hitzemann
Hampton High School
P.O. Box 37
Hampton, NE 68843

Sherri Klentz
JTPA Grand Island
P.O. Box 1218
Grand Island, NE 68802

Stanley Linch
Lexington High School
13th & Addams
Lexington, NE 68850

Linda Lund
Progress-West Ward Elementary School
200 West 6th Street
Ogallala, NE 69153

Marion Schutte
Grand Island Senior High
2124 Lafayette Street
Grand Island, NE 68801

Project Assistants:

Dr. Jim Middleton, Assoc. Prof., NCC
NE St. Cert. Professional Counselor
Dept. of Counseling and School Psyc.
Kearney State College

Mike Zahm, MS in Counseling, G.A.
Center for Vocational Education
Kearney State College

Kira Koch, MS in Counseling, G.A.
Center for Vocational Education
Kearney State College

Jeanne Kelliher, G.A.
Center for Vocational Education
Kearney State College

FIELD TEST SITES

Those who participated in the field testing of the Nebraska Career Guidance Program Handbook were:

Ray Edelman, Meridian Public Schools, Daykin, NE

Cathy Hill, Albion Public Schools, Albion, NE

Bill Davis, Papillion Junior High School, Papillion, NE

Stanley Linch, Lexington High School, Lexington, NE

Gail Fisher, Hyannis High School, Hyannis, NE

Dennis Harding, Millard Public Schools, Millard, NE

Kay Kronholm, Harry Anderson Middle School, Millard, NE

Karol Godsey, Bryan Elementary School, Millard, NE

Marion Schutte, Grand Island High School, Grand Island, NE

Linda Lund, Ogallala Elementary Schools, Ogallala, NE

Kerry Brown, Republican Valley Schools, Indianola, NE

Ila Arrants, Columbus High School, Columbus, NE

Sondra Southard, Seward Elementary School, Seward, NE

Gary Jennings, G.I. Central Catholic High School, Grand Island, NE

LaVelle Hitzmann, Hampton High School, Hampton, NE

John Dudley, Lincoln Public Schools, Lincoln, NE

Dick Oldfield, Arnold Elementary School, Lincoln, NE

Jackie Herink, Belmont Elementary School, Lincoln, NE

Joan Ziegelbein, Holmes Elementary School, Lincoln, NE

Suzanne Kalish, Park Elementary School, Lincoln, NE

Ken Zweig, Saratoga Elementary School, Lincoln, NE

Mary Hansbrough, West Lincoln Elementary, Lincoln, NE

GRADE 1

Learning 1.1

Friendship 44
Friends Can Be Helpful 45
Secret Pals. 46

Learning 1.2

A Celebration Of Self. 47
Who Am I?. 48
You've Got The Ball. 49

Learning 1.3

Nonverbal Signs Of Listening 50
Learning To Relax. 51
People Who Help Us 52

Learning 1.4

The Fix-It Game. 53
A Look At Decision Making. 54
Unfinished Stories 55

Personal/Social 1.1

Family Relations 56
The "Me" Book. 57
How Do We Feel?. 58

Personal/Social 1.2

Who In The Class Is....? 59
Understanding Change 60
Changes - Good And Bad 61

Personal/Social 1.3

Facial Expressions 62
Identifying Feelings 63
What If....? 64
Paper Mache' Masks. 65
Mixed Emotions 66
Identifying Feelings 67
Situations Cause Feelings. 68

Personal/Social 1.4

People Package 69
No Two The Same. 70
My Favorite. 71

Career 1.1

Relationship Of Educational Skills To Careers. . . . 72
Workers We Know. 73
Product And Service Careers. 74
Transportation Careers 75

Career 1.2

Me...On The Job. 76
A Mobile of Jobs 77
Different Jobs For Men and Women 78

Career 1.3

Career Development Record. 79
A Celebration: Famous Me, The Star. 80
Someday I'll Be.... 81

Career 1.4

Work And Leisure Activities. 82
A Penny Earned 83
Career Tools 84

TABLE OF CONTENTS
Kindergarten - 12th Grade

Activity Page

KINDERGARTEN

Learning 1.1
Friendship 1
Learning At Home And School. 2
Respect For Property 3
Responsibility 4

Learning 1.2
My Feelings. 5
I Can Do It Myself 6
What I Do Best 7

Learning 1.3
Changing Our Behavior. 8
Listening Skills 9
I Like To 10

Learning 1.4
Working Together 11
How To Listen. 12
Following Directions 13

Personal/Social 1.1
How I Feel 14
Giving Compliments 15
Kindness 16
Manners. 17
Strangers And Friends. 18

Personal/Social 1.2
Things I Can Change And Things I Cannot Change . . . 19
Time Capsule 20
Being Helpful. 21

Personal/Social 1.3
Non-Verbal Identification Of Feelings. 22
Feeling Wheel. 23
Feelings And Colors. 24
Chemicals And The Human Body 25
What Makes Me Angry. 26
Deal With Anger. 27

Personal/Social 1.4
Similarities And Differences 28
Differences In People. 29
People Package 30

Career 1.1
People Who Help People 31
Career Groups. 32
Assembly Line. 33

Career 1.2
Men And Women At Work. 34
Male - Female Jobs 35
Daily Helpers. 36

Career 1.3
Things I Like To Do. 37
Career Awareness 38
I Can Do That. 39
Exploring Careers. 40

Career 1.4
Economic Benefits Of Work. 41
What We Did At School Today. 42
Working. 43

BASIC CONCEPTS OF THE NEBRASKA GUIDANCE PROGRAM HANDBOOK

I. The program handbook is built upon grades K-12 developmental goals.

   a. Elementary, grades K-5, goals are directed toward **learning about** learning, personal/social and career topics.

   b. Middle School/Jr. High, grades 6-9, goals are directed toward developing an **understanding** of topics related to learning, personal/social and career.

   c. Secondary, grades 10-12, goals are focused on the **application** of knowledge related to learning, personal/social and career.

II. Each of the objectives is tied directly to one of the overall goals and is related to one of the National Career Guidance Guidelines.

III. The procedures suggests activities to reach the learning outcomes.

IV. Evaluation suggests ways to measure the learning outcomes.

V. The Appendices contain information related to counselor certification requirements, program evaluations, needs assessments, national guidelines and related resources.

None of this material is mandated for use in Nebraska. These are examples only -- if the Handbook user has a local need for questionnaires, evaluations, or needs assessments.

INTRODUCTION

The Nebraska Career Guidance Program Handbook has been developed on a holistic approach that is proactive rather than reactive, emphasizes developmental outcome-based strategies and is cross-referenced with the National Occupational Information Coordinating Committee (NOICC) career guidance competencies.

The holistic approach requires that growth and learning for individuals take place in all aspects of one's life -- intellectual, social-emotional, and physical. Supporting the progressive growth and development of each of these domains and assisting individuals in maintaining a good balance between the domains is essential in helping students make healthy and satisfying decisions. Therefore, this curriculum addresses concepts in Learning, Personal/Social, and Career.

The curriculum is proactive rather than reactive in the sense that it provides learning activities that will aid students in identifying their own strengths, developing interpersonal skills, and a greater awareness of the interrelationship between home, school, and community. When individuals have the tools and resources to deal with problems as they arise, they will be better able to make satisfactory decisions before the problem becomes unmanageable.

The handbook is built upon a model of developmental guidance and counseling. The goals and objectives for the elementary level emphasize "learning about" concepts in the curriculum, while the middle school/junior high level emphasize "understanding" the concepts, and the high school level emphasize "applying" the concepts. All are based on the premise that as individuals develop and mature they are better able to understand and apply knowledge in their thinking-reasoning process.

Another feature of the handbook is the cross-referencing of the NOICC Guidelines. NOICC, through Carl D. Perkins Vocational Education funding, developed a comprehensive list of competencies for Career Guidance. Many states across the USA, including Nebraska, are in the process of adopting or adapting these competencies for their Career Guidance programs. To be compatible with this national movement, each of the objectives in the Nebraska Career Guidance Program Handbook has been cross-referenced with the competency it addresses in the NOICC Guidelines.

In formulating the concepts, goals and objectives for this curriculum the competencies from the National Career Development Association (NCDA), and the American School Counselor Association (ASCA) were also used. The role statement of the American School Counselor Association adopted in 1984 states that, "Career Guidance has consistently been seen as a high priority needed by youth, their parents, school boards, the private sector, and the general public." A survey of college freshman (1984-85), conducted by the American Council on Education/ UCLA found that 76% of the respondents, cited their most important need was "to get a better job."

Career Guidance can best be conceptualized by the following basic concepts:

* Career development is a lifelong process.
* Career guidance is deeply rooted in the theory and research of the career development process.
* Career guidance is developmental in nature (K-post secondary) moving from self and career awareness - to career exploration - to career decision making - to career planning - to implementation of decisions and plans. The entire developmental process can be repeated more than once during the life span.
* Career guidance recognizes and emphasizes education/work relationships at all levels of education.
* Career guidance views the work values of persons as part of their total system of personal values - and so views work as an integral part of a person's total lifestyle.
* Career guidance recognizes the importance of both paid and unpaid work. In doing so, it recognizes that the human need to work, for any given person, can be met by either, or both, paid and unpaid work.

Elsie Cafferty, Ed.D., Professor
Center for Vocational Education
Kearney State College

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 2

Learning 1.1

What Is A Friend?. 85
Friendship 86
Friendship Attitudes 87
Montage Of People Making And Keeping Friends 88

Learning 1.2

Strength Badges. 89
Identifying Self Through Roles 90
Secret Friends 91

Learning 1.3

Different Kinds Of Difference. 92
Skills And Values. 93
Cooperation. 94

Learning 1.4

Brainstorming Ideas. 95
Classroom Behavior 96
How Did People In The Past Use Energy? 97

Personal/Social 1.1

Who Is In A Family?. 98
How Are Family Members Related?. 99
Stage A Happening. 100

Personal/Social 1.2

Here And Now Happenings. 101
Role Playing 102
What Is A Family?. 103

Personal/Social 1.3

The Way I Feel 104
Pantomime. 105
Experience Chart 106

Personal/Social 1.4

Where In The World Are We? 107
The Interview. 108
Different Kinds Of People. 109

Career 1.1

Job Tasks. 110
Language Arts. 111
Leisure Time 112

Career 1.2

Identifying Roles. 113
ABC's of Careers 114
Whose Job Is It? 115

Career 1.3

What We Do 116
Who We Are Inventory 117
I Can Do That. 118
Inside/Outside 119

Career 1.4

Why Do People Work?. 120
Cooperation. 121
What Happens In A Classroom. 122

GRADE 3

Learning 1.1
Classroom Behavior 123
How Do We Use Energy? (Heat, Lights, Etc.). 124
Creating A Home And A School 125
A Look At Our Home And Our School. 126

Learning 1.2
Worry-Bird 127
How Do You Make Others Feel? 128
"I" Can. 129

Learning 1.3
Capabilities And Limitations 130
Being Afraid 131
Friendship 132

Learning 1.4
Role Play Feelings 133
Behavior Has A Purpose 134
Behavioral Reactions 135

Personal/Social 1.1
ABC's Of Feelings. 136
Tell Us Who You Are. 137
Sharing And Caring 138

Personal/Social 1.2
A Look At The "Future" 139
Patterns 140
What Happens In A Community? 141

Personal/Social 1.3
How I Grow And Change. 142
What Is Growth?. 143
Fear Of The Unknown. 144

Personal/Social 1.4
Looking At Cultures. 145
Can You Predict The Future?. 146
Future Careers And Lifestyles. 147

Career 1.1
Me...On The Job. 148
Work Role Identification 149
Community Career Sites 150
Leisure Time Activities And Roles. 151

Career 1.2
A Look At Our Community. 152
Changing Male/Female Roles 153
They Should Be 154

Career 1.3
Skills For Success 155
Career Development Record-Update 156
Exploring Occupations. 157

Career 1.4
What Is Work?. 158
Good And Poor Working Habits 159
Who...?. 160

GRADE 4

Learning 1.1
Friendship 161
Kinds Of Places. 162
Classroom Rights 163

Learning 1.2
Understanding Me 164
Discovering Personal Values. 165
I Like Best. 166

Learning 1.3
How To Improve Your Study Habits And Grades. 167
How To Listen. 168
Rating Chart For Study Habits. 169

Learning 1.4
Decision-Making. 170
How I'm Doing. 171
Brainstorming. 172

Personal/Social 1.1
Rights Within A Friendship 173
Friendship Characteristics 174
Little White Lies. 175
Defining Rights And Responsibilities 176
Friendship Rights and Responsibilities 177
Other People And Me. 178
Role Play: Strangers And Friends. 179
Role Play: People We Meet 180
Who Do You See Each Day? 181

Personal/Social 1.2
Wheel Of Fortune 182
How Learning Changes Me. 183
Try Something New. 184
Make It Better -- Role Play. 185

Personal/Social 1.3
Mud Or Stars 186
Why Exercise Is Good 187
My Learning Style. 188

Personal/Social 1.4
What Do I Value? 189
Understanding Others 190
Appreciating Differences 191

Career 1.1
Employability Skills 192
The Ear. 193
Pet And Animal Careers 194
Our City At Work 195

Career 1.2
Career Opportunities 196
Things People Do 197
We All Need School Skills. 198

Career 1.3
Where...?. 199
Matching Hobbies And Talents 200
Two Groups Of Careers. 201

Career 1.4
What Influences Salaries?. 202
Many Helpers 203
School Worker Interview. 204

GRADE 5

Learning 1.1
What Is A Classroom Made Of? 205
Community, Home And School 206
Friendship 207

Learning 1.2
Appreciating Individual Uniqueness 208
Commercial For Oneself 209
I Can Do The Job 210

Learning 1.3
Learning Style Survey. 211
We All Have Choices. 212
Uptight. 213

Learning 1.4
Considering The Results Of Our Choices 214
Goal For Myself. 215
Commitment Buttons 216

Personal/Social 1.1
Describing Self 217
Communications 218
What Can I Do? 219

Personal/Social 1.2
How We Use The Land. 220
A Change In The Classroom. 221
Patterns 222
A Record Of Our Year 223
A Look At Aging. 224

Personal/Social 1.3
What Is A Time Line? 225
My Own Time Line 226
Feelings - Inside And Out. 227

Personal/Social 1.4
Predict The Future 228
How We Spend Our Time. 229
Getting To Know You. 230
We Are All Different 231
Learning About Architecture. 232
Ancestors From Many Countries. 233

Career 1.1
New Technology 234
Careers In Plastic 235
Checking The Yellow Pages. 236
The Importance Of Education. 237

Career 1.2
Boys And Girls 238
How Do You Do It?. 239
A Mobile Of Roles. 240

Career 1.3
Career Development Record. 241
How Interests Are Learned. 242
Trace-A-Fad. 243
Interests Of Famous People 244
Interests Have Changed 245

Career 1.4
Career Information 246
Career Choices 247
I Will Provide 248

GRADE 6

Learning 2.1
Friendship 249
Rules, Who Needs Them? 250
I Can Be Happy For Hours, Just 251

Learning 2.2
Effective Study Skills 252
The Whole Day Long 253
The Path Of My Life. 254

Learning 2.3
What I Am Like 255
What Do I Know About Myself. 256
I Can Do Well With 257

Learning 2.4
Decision Making. 258
Making Decisions 259
Ingredients Of Success 260
Life Paths 261
Setting Goals. 262
Planning To Implement Goals. 263
Risk 264
Drug and Alcohol Awareness 265
Myths And Realities Of Drugs/Alcohol 266

Personal/Social 2.1
Positive Role Models 267
Profiles In Courage: Trying, Results And Starting Again 268
Displaying Emotions. 269

Personal/Social 2.2
Organizing A New Planet. 270
Me, Myself And I 271
What Is Important. 272

Personal/Social 2.3
Motor Skills 273
Am I Someone Who?. 274
Abilities And Interests. 275

Personal/Social 2.4
Fun And Jobs 276
Personal Time Pie. 277
When I Have Time 278

Career 2.1
Relationship Between Education And Career Placement. 279
Recreation Careers 280
Preparing For A Career 281
Interpreting Career Information. 282

Career 2.2
Getting Information About Careers. 283
What Kinds Of Work Are There?. 284
Workers In The School. 285

Career 2.3
Artistic Occupations 286
Strengths Related To Jobs. 287
Interests Related To Career Selections 288
I Want To. 289

Career 2.4
How Are People Different?. 290
Why Do People Work?. 291
Life In A Company. 292

GRADE 7

Learning 2.1
I'm Worth Plenty ... And So Are They 293
Community Services 294
My Community 295

Learning 2.2
Real Self/Ideal Self 296
I'm A Success. 297
My Favorite. 298

Learning 2.3
Can You Hear Me? 299
Directions: Reading And Hearing 300
Recognizing Problems 301

Learning 2.4
Diet, Exercise and Wellness. 302
Solving Problems 303
Making A Decision. 304

Personal/Social 2.1
A Dipper In The Bucket 305
Rainbow Of Feelings. 306
I'm Comfortable Or Uncomfortable 307
Stamping Out "Killer" Statements 308
"Getting To Know You" Interview. 309
My Survivor Kit. 310
The Three-Legged Stool Of Self-Confidence. 311
Everybody's Talking At Me But Nobody's Listening . . . 312
The Pits And The Peaks 313
Being Responsible. 314
Feedback 315
Influences In Life 316
Personal Traits Or Characteristics 317

Personal/Social 2.2
Our Changing World 318
School Has Changed Me. 319
Future Changes 320

Personal/Social 2.3
Emotions And Mental Health 321
Nonverbal Communication. 322
Effective Listening. 323
Take A Bow: Applauding Your Successes 324
My Scrapbook of Emotions 325
The Teenage Years. 326
The Challenging Teenage Years. 327
My Bag Of Tricks 328

Personal/Social 2.4
Did I Catch Your Name? 329
Celebrating The One And Only You 330
What Is Your Lifestyle?. 331

Career 2.1
Careers Of The Future. 332
Careers Related To Geographical Locations. 333
Training Requirements For Careers. 334
Career's Importance To Society 335
Local And State Job Opportunities. 336
School And Community Career Resources. 337

Career 2.2
Who Can Work Here? 338
Your Choice. 339
What Skills Are Needed?. 340

Career 2.3
My Career Book 341
Lifestyle And Career Choice. 342
Important Factors That Influence Career Choice 343
Planning Your High School Program. 344
Individual Career Development Record 345

Career 2.4
Social Personal Relationships Affect On Employment . . 346
The Importance Of Work 347
What Skills Do I Have? 348

GRADE 8

Learning 2.1
School Skills . . . 349
School/Career Skills . . . 350
The Future And You . . . 351

Learning 2.2
Good Features . . . 352
Very Much Like Me . . . 353
Strengths And Skills . . . 354

Learning 2.3
Learning Attitudes And Behaviors . . . 355
Educational Planning . . . 356
Related Skills And Occupations . . . 357

Learning 2.4
Decision-Making Process . . . 358
Building Bridges, Not Walls . . . 359
Problem-Solving . . . 360

Personal/Social 2.1
Individual And Group Goals . . . 361
How Our Needs Affect Our Decisions . . . 362
Communication With "I Feel" Statements . . . 363
Family Fun Kits . . . 364
Friendships From A To Z . . . 365
Gladvertisements: Help Wanted/Position Available "Good Friend" . . . 366
A Family Is A Way Of Feeling . . . 367
Roots And Wings: Sharing A Family Tradition . . . 368
Activities Alone Or Group . . . 369

Personal/Social 2.2
Friendship Pro-File And Con-File . . . 370
Case Study: Family Conflict . . . 371
Surviving Loss In Friendship . . . 372

Personal/Social 2.3
From Friendship Cliques To Friendship Clicking . . . 373
Growth And Learning . . . 374
Skillful Listening . . . 375

Personal/Social 2.4
Peer Pressure: "To Do Or Not To Do -- That Is The Question" . . . 376
You And The Group . . . 377
Equity Awareness . . . 378

Career 2.1
Career Information . . . 379
Career Awareness . . . 380
Getting Information About Careers . . . 381

Career 2.2
Traditional/NonTraditional Careers . . . 382
Sex Roles And Careers . . . 383
Labor Market Information In Career Decision-Making . 384

Career 2.3
My Present Job Experiences . . . 385
Job Experiences Of My Family . . . 386
Life Goals Affect Career Choice . . . 387
Career Interest Inventory . . . 388

Career 2.4
Why People Work . . . 389
Career Opportunities In Geographical Areas . . . 390
Communication Skills For Obtaining A Job . . . 391

GRADE 9

Learning 2.1

Identifying Information Needs 392
Education Planning I 393
Careers Contribute To The Community 394

Learning 2.2

Study Habits Checklist 395
A Look At Good Study Habits 396
Relaxation Techniques 397

Learning 2.3

Learning Style 398
Decision-Making 399
This Could Be The Start 400

Learning 2.4

Career Development Stages 401
Obstacles To Making Decisions 402
Problem Solving 403

Personal/Social 2.1

Individual Evaluation 404
Group Discussion Roles 405
Dependence/Independence 406
Public Interviews 407
Non-Verbal Communication 408
Values Voting 409

Personal/Social 2.2

Personal Work Habits I 410
Work Habits II 411
Personal Life Changes 412

Personal/Social 2.3

Success Analysis 413
Development And Growth 414
Personal Satisfactions 415

Personal/Social 2.4

Would You Move? 416
Leisure Analysis 417
Past And Future Lifestyles 418

Career 2.1

Holiday Celebrations And Careers 419
Foreign Language Careers 420
Using Labor Market Information 421
Labor Market Information 422
Community Resources 423

Career 2.2

Life Roles Today And Yesterday 424
Past, Present And Future Jobs 425
Careers - Male Or Female? 426

Career 2.3

Career Decision Making 427
Employability Skills Checklist 428
Interview A Worker 429
Shadow A Worker 430
Aptitude Tests 431
Interest Assessment 432
Aptitude, Achievement, Interest And Career Choice 433

Career 2.4

Why Work 434
The Resume' 435
Resume' Writing 436
Job Related Forms 437
The Job Application 438
Interviewing For A Job 439
Work Attitudes and Skills 440

GRADE 10

Learning 3.1
Education Planning II . . . 441
Mapping Community Resources . . . 442
Classifying Community Resources . . . 443
School And Community . . . 444

Learning 3.2
Achievement Assessment . . . 445
Planning Your Life . . . 446
Physical Characteristics . . . 447
Preparing For The Job Interview . . . 448

Learning 3.3
Learning Style Assessment . . . 449
Understanding Learning Style . . . 450
Friends Are Resources Too . . . 451

Learning 3.4
Future Decisions . . . 452
Career Information Interview . . . 453
Finding A Job . . . 454

Personal/Social 3.1
Group Discussion Roles . . . 455
Success Analysis . . . 456
Listening To Others About Me . . . 457
At Home With The Blockers And The Lovelies . . . 458

Personal/Social 3.2
The Changing World Of Work . . . 459
Changing Times . . . 460
Fantasy Future . . . 461

Personal/Social 3.3
My Choices . . . 462
Which Is #1? . . . 463
Risk Taking . . . 464

Personal/Social 3.4
Lifestyle Patterns Women (Wives) Choose . . . 465
Influence Of Stereotypes . . . 466
How I See Myself . . . 467

Career 3.1
Relationship Between Education And Career Placement . 468
Getting Information About Careers . . . 469
What Kinds Of Work Are There? . . . 470
Workers In The School . . . 471
Preparing For A Career . . . 472
Interpreting Career Information . . . 473
Recreation Careers . . . 474
Holland's Personality Type Occupational Classification . . . 475

Career 3.2
Socially Assigned Sex Roles . . . 476
Current Status Of Work . . . 477
Jobs And Lifestyles . . . 478

Career 3.3
Interest Tests . . . 479
Interpreting Test Results . . . 480
Matching Interests To Careers . . . 481
Assessing Aptitudes . . . 482
Aptitude Match . . . 483
Personality Characteristics . . . 484
Personality Assessment . . . 485
Matching Personality And Career . . . 486
More About Me . . . 487
Life Goals . . . 488
Career Fields Related To Life Goals . . . 489
The Most Important Things About My Career . . . 490

Career 3.4
Job Application Forms . . . 491
Qualities Employers Seek . . . 492
Summer Employment . . . 493

GRADE 11

Learning 3.1
Education Planning III 494
How School Relates To Work 495
Matching Occupations And Skills. 496

Learning 3.2
What Will I Be?. 497
Knowledge Of Yourself. 498
You And Your Abilities 499

Learning 3.3
High School Coursework Develops Career Skills. 500
Postsecondary Career Skill Development 501
Seeking Information For The Future 502

Learning 3.4
Decision Making Process. 503
Personal Decisions 504
Planning One's Life. 505

Personal/Social 3.1
How I See Myself 506
Attitudes Can Highlight Careers. 507
How Attitudes Influence Behavior 508

Personal/Social 3.2
Work, Change And Future Society. 509
Future Shock - A Prediction. 510
Your Personal Fantasy Of Your Future 511
Sharing And Discussing Our Fantasies Of The Future . 512

Personal/Social 3.3
Personality Types. 513
My Personality 514
Food And TV. 515

Personal/Social 3.4
Personal Preferences In Work 516
Changes In Lifestyle 517
Adopting To New Life Styles. 518

Career 3.1
Job Similarities And Differences 519
Selecting A Career 520
Do Something You Love To Do. 521

Career 3.2
Identifying Non-Traditional Jobs 522
Making Career Choices. 523
Women's Work/Men's Work. 524
Exploring Non-Traditional Careers. 525
Interviewing Workers In Non-Traditional Jobs 526
Salary Levels Of Careers 527

Career 3.3
My Fantasy Career. 528
Getting Information About My Fantasy Career. 529
Skills Needed For My Fantasy Career. 530
Fantasy To Reality Career Plan 531
Fantasy Career Timeline. 532
Assessing Career Interests 533
Research A Career. 534

Career 3.4
Occupational Influences. 535
Career Lifestyles. 536
Homemaking As A Career 537

GRADE 12

Learning 3.1
Education Planning IV. 538
At School, At Work 539
Getting Along. 540

Learning 3.2
As We See Me 541
What Are My Abilities. 542
The Terrific Ten 543

Learning 3.3
Learning Style Assessment. 544
Understanding Learning Style 545
Friends Are Resources Too. 546

Learning 3.4
Making Decisions 547
Group Conflict 548
Making Job Decisions 549

Personal/Social 3.1
Individual Differences In Important Work Characteristics. 550
Defining Assertiveness 551
Assertiveness Inventory. 552

Personal/Social 3.2
Assertiveness In Action. 553
Graduation 554
Making Choices 555

Personal/Social 3.3
How Am I Doing?. 556
Positive Personality 557
Understanding Feelings And Behavior. 558

Personal/Social 3.4
Lifestyle Planning 559
Conflicts In Life Planning 560
Time Management For Life 561

Career 3.1
Differences In Types Of Work 562
How I Fit Into Career Clusters 563
Six Paths To The Future. 564

Career 3.2
Legal And Illegal Discrimination 565
Future Forecasting 566
Work News Update 567

Career 3.3
Interest Tests 568
Interpreting Test Results. 569
Matching Interests To Careers. 570
Assessing Aptitudes. 571
Aptitude Watch 572
Personality Characteristics. 573
Personality Assessment 574
Matching Personality And Careers 575
Life Goals 576
Career Fields Related To Life Goals. 577
More About Me. 578
Work Characteristics Important To Me 579
Company Information For The Job Interview. 580

Career 3.4
Defining Work. 581
Attitudes Toward Work. 582
Employability Skills Checklist 583
Job Interview Skills 584
Career Day 585
Follow Up For Career Day 586

APPENDICES

Appendix A: NE School Counselor Endorsement 1

Appendix B: ASCA Ethical Standards for School Counselors. 2

Appendix C: ASCA Position Statement for Developmental Guidance and Counseling Program. . . . 6

Appendix D: ASCA Position Statement - The School Counselor and Developmental Guidance. . . . 9

Appendix E: Counselor Assessment of the Guidance Program. 13

Appendix F: Needs Assessments:

* Teacher - Elementary Level. 15

* Student - Primary Level 16

* Student - Intermediate Level. 17

* Teachers - Secondary Level. 18

* Parents 20

* Student - Secondary Level 22

Appendix G: Professional Counselor Evaluation. 23

Appendix H: National Career Development Guidelines Elementary Level. 26

Appendix I: National Career Development Guidelines Middle School/Junior High 30

Appendix J: National Career Development Guidelines High School 34

Appendix K: Bibliography K - 5 39

Appendix L: Bibliography 6 - 8 43

Appendix M: Bibliography 9 - 12. 52

* Oklahoma State Department of Education, "Building Skills For Tommorrow", March 1988

NOTE: The list of organizations which have endorsed the NOICC Guidelines (Appendix H, I, J, above) now includes:

American Vocational Association (AVA) Guidance Division
American School Counselor's Association (ASCA)
National Career Development Association (NCDA)
Association of Computer-Based Systems for Career Information (ACSCI)
National Association of State Career Development/Guidance Supervisors (NASCD/GS)
National Association of State Occupational Information Coordinating Committees (NASOICC)
American Association of Counseling and Development (AACD)

CAREER GUIDANCE GOALS K-12

LEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal terests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

KINDERGARTEN

Activity . . . . Page

Learning 1.1
Friendship 1
Learning At Home And School. 2
Respect For Property 3
Responsibility 4

Learning 1.2
My Feelings. 5
I Can Do It Myself 6
What I Do Best 7

Learning 1.3
Changing Our Behavior. 8
Listening Skills 9
I Like To 10

Learning 1.4
Working Together 11
How To Listen. 12
Following Directions 13

Personal/Social 1.1
How I Feel 14
Giving Compliments 15
Kindness 16
Manners. 17
Strangers And Friends. 18

Personal/Social 1.2
Things I Can Change And Things I Cannot Change 19
Time Capsule 20
Being Helpful. 21

Personal/Social 1.3
Non-Verbal Identification Of Feelings. 22
Feeling Wheel. 23
Feelings And Colors. 24
Chemicals And The Human Body 25
What Makes Me Angry. 26
Deal With Anger. 27

Personal/Social 1.4
Similarities And Differences 28
Differences In People. 29
People Package 30

Career 1.1
People Who Help People 31
Career Groups. 32
Assembly Line. 33

Career 1.2
Men And Women At Work. 34
Male - Female Jobs 35
Daily Helpers. 36

Career 1.3
Things I Like To Do. 37
Career Awareness 38
I Can Do That. 39
Exploring Careers. 40

Career 1.4
Economic Benefits Of Work. 41
What We Did At School Today. 42
Working. 43

CONCEPT: LEARNING 1.1

TITLE: FRIENDSHIP

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Identify friendships available in class.

LEVEL: Kindergarten

MATERIALS NEEDED: Large cardboard ship, drawing paper, crayons

PROCEDURE:

1. Discuss ships as a way we can go on a trip.
2. Discuss who you would like to invite for a trip on a ship (relatives, friends, etc.).
3. Why would you choose these particular friends? (discuss good qualities found in friends)
4. Discuss the "friendships" we have or can make in this classroom.
5. Have students draw a picture of themselves and a friend that they would invite to go on a trip with them.
6. Have students attach their picture to the ship.

COMMENTS:

NATIONAL GUIDELINES:
II.1: Make positive statements about self and others.

EVALUATION: Students have identified qualities found in friends and have a picture of themselves and a friend.

RESOURCES: Freed, Alvyn M and Margaret Freed. T.A. For Tots: and Other Prinzes. Volumes I and II.

CONCEPT: LEARNING 1.1

TITLE: LEARNING AT HOME AND SCHOOL

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Describe activities in which learning occurs inside and outside of school.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

Over a period of several days or weeks have students:

1. Identify tasks learned at school and at home, such as hanging up coats, putting things away, caring for plants and animals. Discuss how the tasks performed at school relate to jobs at home.
2. Set up area experience centers in classroom; relate outside experience to school experience through show-and-tell discussion, making own films and pictures (if possible), drawing and painting.
3. Talk about reasons for coming to school.
4. Play games at school and home; list responsibilities at school and at home.
5. Demonstrate proper use of telephone. Role play sick pet experience; call veterinarian for appointment to bring sick pet to be checked. Relate this experience to home experience.
6. Read stories and plan activities about different occupations that require reading, writing and numbers.

COMMENTS: This activity should also emphasize that learning is a continuous interrelated process.

NATIONAL GUIDELINES:

X.2: Describe work-related activities necessary in the home, community and school.

EVALUATION: Students identified related tasks at home and school.

RESOURCES: Parables From Nature. "The Busy Bee". (Filmstrips).

CONCEPT: LEARNING 1.1

TITLE: RESPECT FOR PROPERTY

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Define the concept of property and what it means to respect the property of others.

LEVEL: Kindergarten

MATERIALS NEEDED: Drawing paper, crayons, pencils

PROCEDURE:

1. Have students describe the concept of property.
2. Ask students to draw a picture of their favorite toy (their property).
3. Have students show their pictures to the class and tell why it's their favorite toy. Ask students to tell about how they felt or would feel when someone else used this toy (their property) without first asking.
4. Have students describe how they would feel if someone broke their favorite toy (accidentally and intentionally).
5. Direct the discussion to the concept of school property and apply the concepts identified from the prior discussion to school property.

COMMENTS:

NATIONAL GUIDELINES:

I.4: Describe how one's behavior influences the feelings and actions of others.
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students have drawn a picture of their favorite toy and described their feelings if someone broke their toy.

RESOURCES: Parables From Nature. "Bushy the Squirrel". (Filmstrips).

CONCEPT: LEARNING 1.1

TITLE: RESPONSIBILITY

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Define responsibility and describe tasks at home and school which demonstrate responsibility.

LEVEL: Kindergarten

MATERIALS NEEDED: Drawing paper, crayons, pencils

PROCEDURE:

1. Have students discuss the meaning of responsibility.
2. During discussion ask students to describe a responsibility they have at home.
3. Ask students to identify some of their school responsibilities.
4. Have students draw a picture of themselves performing one of their responsibilities at home or at school.
5. Have students tell the class about their picture.

COMMENTS: This activity may be expanded by having students draw and discuss a parent's or other adult's responsibility. Also may discuss and draw different adult career responsibilities.

NATIONAL GUIDELINES:

VII.1: Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.

EVALUATION: Students identified personal responsibilities and have made a picture of themselves performing one of their responsibilities.

RESOURCES: Jasinek, Doris and Pamela Bell Ryan. A Family Is A Circle of People Who Love You.

CONCEPT: LEARNING 1.2

TITLE: MY FEELINGS

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Recognize and express one's own feelings.

LEVEL: Kindergarten

MATERIALS NEEDED: Dice, "Feeling Game" board, playing pieces or markers (different colors), posterboard

PROCEDURE:

1. Make a "Feeling Game" board on posterboard. Game board should follow along a path with stops at the following feelings:
   - A. Sad
   - B. Lonely
   - C. Happy
   - D. Surprised
   - E. Scared
   - F. Mad
2. Have students roll the dice and move their workers according to the number rolled. Continue in a clockwise manner.
3. The students are to tell a time when they felt the feeling described on the space they have landed upon.

COMMENTS: Game board can be constructed in several ways. (Ex. Winding path, straight rectangular path, circular path) Feelings should be repeated several times on the board. Students can help decorate the game board.

NATIONAL GUIDELINES:

I.1: Verbalize both positive and negative feelings.
III.1: Describe emotional experiences.

EVALUATION: Students have described times when they experienced feelings on the game board.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots: and Other Prinzes. Volume I and II.

CONCEPT: LEARNING 1.2

TITLE: I CAN DO IT MYSELF

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify strengths and abilities.

LEVEL: Kindergarten

MATERIALS NEEDED: "I" worksheet (a piece of paper cut into a large "I")

PROCEDURE:

1. Give each student an "I" worksheet.
2. Have students divide the "I" into six parts with a crayon.
3. Have students draw pictures of all the things they have learned to do alone in each part of the "I" worksheet.
4. Each student will identify feelings associated with "I" abilities. (Ex. "I feel pretty when I comb my hair.", "I feel smart when I count numbers.", I feel happy when I smile.")

COMMENTS: Instructor should have the "I" worksheets cut out before class.

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.

EVALUATION: Students will have identified some of their abilities and feelings associated with themselves.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: LEARNING 1.2

TITLE: WHAT I DO BEST

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Examine unique skills.

LEVEL: Kindergarten

MATERIALS NEEDED: "Me" worksheet (a piece of paper divided into five sections), pencils, crayons

PROCEDURE:

1. Have students color their names at the top of the "Me" worksheet, using their favorite color.
2. Have students discuss each topic sentence and conclude it by drawing a picture.
    - A. In school I like science, reading, art or music, etc. best ________________.
    - B. The game or sport I play best is ______________.
    - C. My friends think I am good at ______________.
    - D. I know someone who is proud of me. That someone is ______________________________________. He/she is proud of me because I ______________ ____.
    - E. I can show ____________________________ how to ____.

COMMENTS: Instructors will have the worksheets divided into five equal parts with the beginning of each sentence written at the top of every section.

NATIONAL GUIDELINES:
- I.2: Describe positive characteristics about self as perceived by self and others.
- II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students have identified some skills they like and can do well.

RESOURCES: Bingham, Mindy. Minou.

CONCEPT: LEARNING 1.3

TITLE: CHANGING OUR BEHAVIOR

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Examine and change behavior.

LEVEL: Kindergarten

MATERIALS NEEDED: Paper, pencil

PROCEDURE:

1. Ask each student to think of something they would like to know how to do better.
2. Have each student identify their desired goal (teacher or counselor can write it down for them).
3. After goals are recorded for each student, discuss with the class a plan to change. Emphasize that the plan include the following:
    A. what they want to be able to do.
    B. a plan to practice on the new behavior
    C. when they will know they can do the new thing.
    D. what will happen to them when they are able to do the new thing.
4. Have each student verbalize their plan (teacher or counselor can write it down for them).
5. Make sure that each student has a goal and a plan that is reasonable and possible.
6. Frequently ask students individually how their plan is going for them.
7. Help students revise their plan or goal at any time it seems necessary.

COMMENTS:

NATIONAL GUIDELINES:
III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students developed plans for achieving a desired goal.

RESOURCES: Attitudes and Values Spirit Masters. "Me, Myself & I". (Activity Book).

CONCEPT: LEARNING 1.3

TITLE: LISTENING SKILLS

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Develop effective listening skills.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Rules for Simon Says are explained to students, "Do only what Simon says. I may try to trick you by saying one thing and doing something else. You'll really need to listen to what I say. Remember to do what Simon says, even if I do something different."
2. Instructor leads the class in a series of directions.
   (Ex. Simon says stand up.
   Simon says hands on shoulders.
   Hands on knees. (Instructor praises those who kept hands on shoulders.)
   Simon says reach to the sky. (Instructor puts hands on waist. The instructor praises those who were not tricked.)

COMMENTS: Volunteer students may lead the class as Simon.

NATIONAL GUIDELINES:
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students were able to follow specific directions by listening and acted only when the direction was preceded by "Simon Says".

RESOURCES: Listening and Following Directions Reproducibles. "Who's Listening". (Activity Book).

CONCEPT: LEARNING 1.3

TITLE: I LIKE TO ...

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Identify activities they like to do and where they can go for help to learn others.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Arrange students in small groups.
2. Have them take turns completing the following sentences:
   - A. I am good at ...
   - B. I like to work at ...
   - C. At school I like ...
3. Then have students take turns completing the following sentences.
   - A. I would like to learn to ...
   - B. I can get instruction...(from someone at school, at home, at Park and Recreation Programs, etc.)

COMMENTS:

NATIONAL GUIDELINES:

- I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
- II.1: Make positive statements about self and others.
- IV.2: Identify personal strengths and weaknesses in academic areas.

EVALUATION: Students identified activities they like best in school, some things they would like to learn, and where they can go for help.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: WORKING TOGETHER

GOAL: Learn about problem-solving skills.

OBJECTIVE: Recognize that some things cannot be done without help from another person.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Ask each student to choose a partner.
2. Then have students sit back to back with their legs straight out in front.
3. By interlocking arms and pushing against each other's backs, they try to stand up together as one unit.
4. Follow up questions:
   - A. How did you help each other?
   - B. What kinds of things can we do all on our own?
   - C. What things do we need others to help us with?
   - D. Name someone who has helped you today.

COMMENTS: Teacher make a list on the board of good deeds identified by the students and discuss and/or read the list together.

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students have taken part in a cooperation exercise and discussed helping.

RESOURCES: Parables From Nature. "Bushy the Squirrel". (Filmstrips).

CONCEPT: LEARNING 1.4

TITLE: HOW TO LISTEN

GOAL: Learn about problem-solving skills.

OBJECTIVE: Discuss effective ways of listening.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Discuss why it is important to listen. (Ex. To become well informed, to save time, to respect others)
2. Role play listening activity.
   - A. Have two students face each other and begin talking at the same time.
   - B. Have class discuss what they observed in the role play activity.
3. Discuss why listening is important in solving a problem.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students have identified and discussed reasons for listening.

RESOURCES: Follow Directions Carefully. (Activity Book).
Listening Games. (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: FOLLOWING DIRECTIONS

GOAL: Learn about problem-solving skills.

OBJECTIVE: Identify basic listening skills that will assist students in taking tests.

LEVEL: Kindergarten

MATERIALS NEEDED: Paper, pencils

PROCEDURE:

1. Have the entire class play "Simon Says".
2. Then have individual students follow a series of directions. Increase the number of directions from one to three. (Ex. Walk to the front of the room. Turn lights off and on. Open the door. Skip back to your seat.)
3. Then have students follow verbal instructions by drawing on their papers.
   - A. Make a large square on your paper.
   - B. Draw a circle inside the square.
   - C. Draw a line over the square.
   - D. Print the first letter of your name on that line.

COMMENTS: Instructor may begin activity by explaining that one of the most important skills needed to do well on a test is to listen and follow directions.

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.

EVALUATION: Students recognized and were able to follow directions as given.

RESOURCES: Follow Directions Carefully. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: HOW I FEEL

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Recognize that what others say influences feelings.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:
1. Place the students in a discussion group.
2. Tell the students that you are going to say some things that others may say to them at different times.
3. Ask students to raise their hands to show how they would feel if someone said these things to them. The feelings are: Upset, Sad, O.K., Happy, Delighted.
4. Read each of the following statements. After each statement ask for a show of hands of those who feel upset, sad, etc.
    A. "That's a nice job."
    B. "Don't ask questions. Just do as you are told."
    C. "I don't understand. Will you help?"
    D. "I can't ride bikes with you today. Maybe we can do it tomorrow"
    E. "I can't play with you, so go away. I'm busy."
    F. "This paper is a mess. Why are you so sloppy?"
    G. "Copy this paper over. I know you are proud of your work when it is neat."
5. Have students discuss how the way one says something can make another person feel happy or sad, etc.

COMMENTS: Other statements may be added, or students may contribute statements that the group may then respond to.
Students can illustrate a face showing one of the above feelings.

NATIONAL GUIDELINES:
I.4: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students recognized and acknowledged feelings and discussed how other's feelings may be affected by the way statements are made.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. for Tots. Volume II.

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: GIVING COMPLIMENTS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Define the word "compliment" and practice giving compliments.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Have students define the meaning of the word "compliment".
2. Demonstrate giving a compliment to a student.
3. Ask students to divide in pairs facing each other.
4. Have each student give their partner a compliment.
5. Discuss with the students how it felt to give and receive a compliment.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.
II.1: Make positive statements about self and others.

EVALUATION: Students defined the word "compliment", practiced giving compliments, and identified the resulting feelings.

RESOURCES: Can of Squirms. (Game).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: KINDNESS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Define the concept of kindness

LEVEL: Kindergarten

MATERIALS NEEDED: Drawing paper, pencils, crayons or finger paint

PROCEDURE:

1. Have students define the concept of kindness.
2. Ask students to describe an act of kindness that they have recently done.
3. Have each student draw a picture of an act of kindness.
4. Ask students to show their pictures to the class and tell about the act of kindness the picture represents.

COMMENTS: The activity may be expanded by first reading a story about kindness and asking students to draw a picture about the story and then tell about their picture.

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students defined the word "kindness" and illustrated it by drawing a picture of an act of kindness they have recently done.

RESOURCES: Parables From Nature. "Bushy the Squirrel". (Filmstrips).
Can of Squirms. (Game).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: MANNERS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Define the concept of manners and describe their importance in social interaction.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Have students define the concept of manners.
2. During this or future discussions use the following topics and have students give examples of good manners:
   - A. toward friends
   - B. toward parents
   - C. toward teachers
   - D. toward visitors
   - E. toward the property of others
   - F. toward other student's desks
   - G. when borrowing
   - H. toward new students
   - I. toward school rules
3. Have students describe how they feel when people use good manners toward them.

COMMENTS: Other topics such as on the playground, the school bus, in a store, at the movies, etc., could also be used. May also draw a picture, discuss the drawings and post them in the classroom.

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.

EVALUATION: Students defined the word "manners", gave examples of good manners and expressed feelings caused from good manners.

RESOURCES: Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: STRANGERS AND FRIENDS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Examine situations where students are confronted by strangers as opposed to friends.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Have an in-class discussion with students:
    - A. Ask students what they do when a stranger talks to them?
    - B. Ask them what they do if offered something or a ride from a stranger?
    - C. Ask them if they walk home alone or with friends?
    - D. Ask them what happens if someone who is a stranger acts very friendly?
    - E. Other questions may be used that seem necessary.
2. Guidelines may be given to students who do not seem to have any concerns about strangers. An awareness letter to parents may be valuable also.

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: The students have discussed situations that occur with strangers.

RESOURCES: Lenett, Robin and Dana Barthelme. It's OK to Say NO!.

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: THINGS I CAN CHANGE AND THINGS I CANNOT CHANGE

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Identify things that can be changed and things that cannot change.

LEVEL: Kindergarten

MATERIALS NEEDED: Chalk, chalkboard

PROCEDURE:

1. Brainstorm - ask students to name some things they can change.
2. List these things on the blackboard.
3. On a second list, ask students to name things they cannot change.
4. Some things we can change:
    - A. our own behavior
    - B. what we say
    - C. how we treat others
    - D. how we do our assignments
5. Some things we cannot change:
    - A. the behavior of other people
    - B. things like the color of your hair
    - C. what other people say and do
    - D. the weather
6. Discuss with students the difference between those things they can and cannot change.

COMMENTS:

NATIONAL GUIDELINES:
II.6: Demonstrate tolerance and flexibility in group situations.

EVALUATION: Students have identified behaviors that can be changed and some that cannot be changed.

RESOURCES: Attitudes and Values Spirit Masters. "Me, Myself and I". (Activity Book).
Parables From Nature. "Peppy the Pup". (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: TIME CAPSULE

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Recognize change in personal characteristics.

LEVEL: Kindergarten

MATERIALS NEEDED: Pencil, paper, box

PROCEDURE:
1. Explain to class that they will make a time capsule and each one is going to put something about themselves in the capsule. At the end of the year, the capsule will be opened and students can see how they have changed or grown.
2. Have students trace around their hand on a piece of paper.
3. At the bottom of the page, put their name, height, favorite activity, and the date.
4. Put papers in the time capsule and tape it shut.
5. Open the time capsule at the end of the school year and have them compare height, hand sizes, and favorite activities to see how they have changed.

COMMENTS: Students may decorate time capsule and decide where it is to be stored.

NATIONAL GUIDELINES:
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students recognized change over a period of time by a before and after comparison.

RESOURCES: Attitudes and Values Spirit Masters "Me, Myself and I". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: BEING HELPFUL

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Identify ways to be helpful in a variety of situations.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Discuss the meaning of helpfulness.
2. Divide the students into small groups.
3. Ask students to create situations where they can be helpful to others. (Ex. New neighbors moving in, someone who is lost, someone who is ill.)
4. Have students identify people who have been helpful to them.

COMMENTS:

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students have identified ways in which to be helpful.

RESOURCES: Parables From Nature. "Chuckie Chipmunk". (Filmstrips).
Self-Concept Series. "Appreciating". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: NON-VERBAL IDENTIFICATION OF FEELINGS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify emotions through non-verbal cues.

LEVEL: Kindergarten

MATERIALS NEEDED: Magazines, scissors, paste, construction paper

PROCEDURE:
1. Provide students with magazines.
2. Have students cut out pictures of people showing a variety of emotions and feelings.
3. Ask students to paste their pictures on a sheet of construction paper.
4. Have students tell about their pictures identifying the emotions they think are being expressed.
5. Display pictures in the room.
6. Discuss reasons people show emotions.

COMMENTS: Classroom teacher may do this with health unit on feelings or team with the Counselor on this unit.

NATIONAL GUIDELINES:
III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students identified non-verbal expressions of emotions through pictures.

RESOURCES: Freed, Alvyn M. and Margaret Freed. T.A. For Tots Volume II.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: FEELING WHEEL

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify feelings of others.

LEVEL: Kindergarten

MATERIALS NEEDED: Small paper plates, paper fasteners and tag board to make arrow spinner

PROCEDURE:

1. Make a feeling wheel (one for each group).
   - A. Divide the paper plate into 4 equal parts.
   - B. Label each part with one of these four feelings -- HAPPY, SAD, AFRAID, SAFE.
   - C. Cut an arrow out of tag board to fit on paper plate.
   - D. Attach arrow to paper plate with a paper fastener so it will spin.
2. Divide into small groups.
3. Give each group a spinner.
4. Have students take turns spinning for ways of feeling.
5. Ask the student who spins to tell about a time they felt this way.

COMMENTS: Students may make up other rules for this game using the feeling wheel.
Games may be made for LEARNING and CAREER areas by changing the terms on the wheel and/or rules of the game.

NATIONAL GUIDELINES:
I.1: Verbalize both positive and negative feelings.

EVALUATION: Students identified and expressed feelings they have experienced.

RESOURCES: Freed, Alvyn M. and Margaret Freed. T.A. For Tots. Volumes I and II.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: FEELINGS AND COLORS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Interpret feelings into colors.

LEVEL: Kindergarten

MATERIALS NEEDED: Slips of paper, drawing paper, crayons, many colors of construction paper

PROCEDURE:

1. Show students pieces of construction paper one at a time and ask them if the color makes them feel relaxed, energetic, happy, sad, warm, cool.
2. Ask students to name their favorite color. What is their least favorite color?
3. Ask students to name the feelings they bring to mind. Share phrases:
   "I feel blue."
   "I saw red."
4. Ask what feelings they think of when they hear each color said.
5. Ask students to describe an activity that they associate with the feelings they identified.

COMMENTS: The teacher may wish to read Hailstones and Halibut Bones to the class to extend this activity.

NATIONAL GUIDELINES:
I.1: Verbalize both positive and negative feelings.

EVALUATION: Students interpreted feelings through colors.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
(optional) Book: Hailstones and Halibut Bones, Robert Wolff Books.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: CHEMICALS AND THE HUMAN BODY

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify items which are healthy and those which are harmful to the body when eaten.

LEVEL: Kindergarten

MATERIALS NEEDED: Empty containers labeled:
Bleach, Can of Food, Soap, Bug Poison, Playdough, Money, Box of Cereal, Can of Milk, Pencil, Hair Spray, Paint, Roach Poison (The Cross-bones symbol representing "poison".)

PROCEDURE:

1. Have students choose from the above items and/or others you may wish to add, which ones are good for the human body and which ones are harmful or poisonous.
2. Discuss with students how we can identify which things are harmful or poisonous to the body.

COMMENTS:

1. You may wish to invite a druggist, doctor or nurse into the classroom to participate in this discussion.
2. A field trip to a Drug Store or Prescription Center may also be used with this activity.
3. This activity could be expanded to include poison control centers and to careers in health care. Further expansion of this activity could include Drugs (prescription and non-prescription, legal and illegal and alcohol).

NATIONAL GUIDELINES:

III.8: Demonstrate knowledge of good health habits.

EVALUATION: Students have distinguished between items that are good for the body and those that are harmful or poisonous to the human body.

RESOURCES: Druggist, Doctor, Nurse

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: WHAT MAKES ME ANGRY

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Describe how one's behavior affects others.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Have student define anger.
2. Ask students to describe actions of others that make them angry.
3. Have students role play some of these situations.
4. Include the consequences of the students behavior as a part of the role play.
5. Discuss with the group ways they might have acted in the same situation and what the consequence might have been.

COMMENTS:

Some role play situations might be:

A. Baby brother gets into your things and messes them up.
B. Another student calls you names on the playground.
C. A parent is unable to do something they told you they would do.

NATIONAL GUIDELINES:

I.4: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students identified actions that make them angry. They acted out situations that cause anger, identified consequences and alternatives.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots: and Other Prinzes. Volumes I and II.
Parables From Nature. "Speedy the Snail". (Filmstrips).
Learning To Cope. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: DEAL WITH ANGER

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify alternative ways to deal with anger.

LEVEL: Kindergarten

MATERIALS NEEDED: Bubble gum, pillow, fingerpaints, clay

PROCEDURE:

1. Ask students to describe a time when they were angry and what they did. Did their anger work for or against them?
2. Have students explain positive and negative ways in which they dealt with their anger.
3. Have students suggest positive alternatives for those they identified as being negative.
4. Let students select one of the following ways to deal with anger and do that activity.
   - A. Give each student a piece of bubble gum. Ask them to pretend it is the source of their anger. Chew gum and blow bubbles for a minute or two trying to chew the anger out of the gum.
   - B. Students stand next to a wall. Pretend the wall is the source of anger. Shove the anger out of the wall.
   - C. Students hit a pillow trying to hit the anger out of the pillow.
   - D. Ask students to imagine that the source of their anger is just ahead of them. Go outside and chase the source. See if you can catch it.
   - E. Using fingerpaints ask students to finger paint out their anger.
   - F. Clay may be used in the same way as finger paints.
   - G. Clay may be used in the same way as a pillow.
5. Following the activity, ask students to tell how the activity helped them feel less angry.
6. Have students discuss situations when this might be an appropriate way to deal with anger and when it might be an inappropriate way to deal with anger.

COMMENTS:

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students have identified positive alternatives to deal with anger.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots: and Other Prinzes. Volumes I and II.
Parables From Nature. "Speedy the Snail". (Filmstrips).
Learning To Cope. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: SIMILARITIES AND DIFFERENCES

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Identify similarities and differences among students.

LEVEL: Kindergarten

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Tell the class that they are going to be doing some pretending. They are to pretend that an alien (creature) from another planet has just approached them on the street. This alien wants to know what people are like. It wants to know if all people are exactly like them.
2. Have students name characteristics that they have in common with others, while the teacher lists them on the chalkboard.
3. Then have students name characteristics that they have that are different. (Ex. color of eyes, hair, etc.)
4. Have students discuss the list of characteristics and what earth would be like if everyone were exactly the same, as well as the advantages and disadvantages of being just like everyone else.

COMMENTS:

NATIONAL GUIDELINES:

II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students identified characteristics of people that'are similar and different. They described a world where everyone would be the same.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad: A Self-Awareness Activity Book. (Activity Book).
Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: DIFFERENCES IN PEOPLE

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Recognize differences in people

LEVEL: Kindergarten

MATERIALS NEEDED: Paper, paints

PROCEDURE:

1. Show students a picture of students their age in a group. Tell them the title of the picture is "Everyone Is Different".
2. Have students see how many ways they can think of that the students are different. (Ex. Hair, color of eyes, race, some sing well, some run fast)
3. Follow this with a finger painting or painting activity.
4. When finished, have students stand in a circle and hold up their pictures and have students see if they can find two pictures the same.
5. This is a good time to show students that no two people are the same, just as in their pictures.
6. Have students talk about differences in what they like to do.

COMMENTS:

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students have brainstormed ways in which people are different and have made pictures to illustrate how people are different.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad: A Self-Awareness Activity Book. (Activity Book).
Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: PEOPLE PACKAGE

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Identify differences in cultures and lifestyles

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Have students cut or tear out pictures of people from magazines, showing a variety of cultures and lifestyles.
2. Have students paste the pictures on a large box.
3. Discuss the importance of all people, although they may be different in many ways.
4. Discuss the similarities and differences among people in the collection.

COMMENTS: Students could form groups and make several boxes.

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students have formed a collage of different cultures on a box.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad: A Self-Awareness Activity Book. (Activity Book).
Farnette, Cherrie et al. People Need Each Other. (Activity Book).
Griswold, Vera Jo and Judith Starke. Multi-Cultural Art Projects. (Activity Book).

CONCEPT: CAREER 1.1

TITLE: PEOPLE WHO HELP PEOPLE

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Identify careers in Health Care.

LEVEL: Kindergarten

MATERIALS NEEDED: Play doctor's kit, nurse's kit, dental kit

PROCEDURE:

1. Identify and discuss contents of kit(s) with students.
2. Have students role play a visit to the doctor or dentist's office with students acting as the various people associated with that visit. (Ex. Mother, father, receptionist, nurse, doctor, lab and X-ray technicians, etc.)
3. Ask students to identify reasons for going to the doctor's or dentist's office. (Ex. Checkup, prevention, sickness, injury, toothache)
4. Discuss how one might become a doctor, nurse, dentist, etc.

COMMENTS:

1. This activity may be repeated using several health care professionals, one at a time.
2. A trip to the dentist office, hospital, ophthalmologist, or optometrist can also be role played to acquaint students with other health care professionals.
3. Field trips may be scheduled for this activity and various health care professionals may be invited to the classroom to talk about their career(s).

NATIONAL GUIDELINES:

VI.2: Identify occupations that can be classified according to people, things and ideas.

EVALUATION: Students have identified careers in health care and role played a visit to a health care professional.

RESOURCES: Career Activity Books. "Careers & Me". (Activity Book). Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.1

TITLE: CAREER GROUPS

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Distinguish service careers from product careers.

LEVEL: Kindergarten

MATERIALS NEEDED: 10 large circles (24" in. diameter), felt tip pen

PROCEDURE:
Discuss with students the following:

1. Careers are divided into two groups: Service and Product
   Service: Contributes to the welfare of others.
   Product: Make and grow things for people to use/and/or eat.
2. Instructor will place career pictures on circles. (Ex. Police, artist, farmer, house builder, nurse, pilot, etc).
3. Place circles around the room on the floor.
4. Have students go to the circle of the career that interests them.
5. Ask the students to decide whether the career circle they have chosen is a service or product career.

COMMENTS:

NATIONAL GUIDELINES:
VI.3: Identify work activities of interest to the student.

EVALUATION: Students have chosen a service or product career that interests them most. Students have decided if the career they chose is a service or product career.

RESOURCES: Career Activity Books. "Careers & Me". (Activity Book). Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.1

TITLE: ASSEMBLY LINE

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Identify concepts of assembly lines.

LEVEL: Kindergarten

MATERIALS NEEDED: Jars of peanut butter, jars of jelly, loaves of bread, knives, paper plates

PROCEDURE:

1. Divide the class into groups.
2. Explain how an assembly line works.
3. Organize groups into an assembly line to make sandwiches and cut them into quarters for serving.
4. Allow students to eat the sandwiches and discuss the experience.
    - A. First student removes 2 slices of bread from the packaged loaf and passes it to the second student.
    - B. Second student spreads peanut butter on one slice of bread and passes it to the third student.
    - C. Third student spreads jelly on the second slice of bread and passes it to the fourth student.
    - D. Fourth student puts slice 1 and slice 2 together and passes it to the fifth student.
    - E. Fifth student cuts the sandwich in 4 pieces and places it on a plate.
    - F. Sixth student picks up the plate and takes it from the assembly line to the serving area.
5. Have student discuss how many things we buy are produced on an assembly line much like this. (Ex. cars, appliances, radios, TV's, foods such as breakfast cereals, cake mixes, canned foods, etc.)

COMMENTS:

NATIONAL GUIDELINES:

VI.2: Identify occupations that can be classified according to people, things and ideas.

EVALUATION: Students have formed an assembly line process. They have discussed the experience and ate the product.

RESOURCES: Career Activity Books. "Careers & Me". (Activity Book). Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book). Charlie Brown's Career Education Program. "People Do Different Kinds of Work - Charlie Brown". (Filmstrips).

CONCEPT: CAREER 1.2

TITLE: MEN AND WOMEN AT WORK

GOAL: Learn about changing male/female roles.

OBJECTIVE: Examine different careers that men and women have.

LEVEL: Kindergarten

MATERIALS NEEDED: Pictures from magazines

PROCEDURE:

1. Have students discuss jobs they think only men work at; only women work at.
2. Show pictures of men at work and ask students if women could do those jobs.
3. Show pictures of women at work and ask students if men could do these jobs.
4. Have students discuss how people are able to perform many types of work.
5. Ask students if they feel they could do some of the work shown in the magazine pictures.

COMMENTS: Invite a man and woman who work in traditional male/female roles to speak to the class.

NATIONAL GUIDELINES:

V.1: Identify and discuss different types of work, both paid and unpaid.

XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

EVALUATION: Students have discussed work performed by men and women and whether or not they feel they could do any of this work.

RESOURCES: Male/Female Workers
Charlie Brown's Career Education Program. "People Do Different Kinds of Work - Charlie Brown". (Filmstrips).

60

CONCEPT: CAREER 1.2

TITLE: MALE - FEMALE JOBS

GOAL: Learn about changing male/female roles.

OBJECTIVE: Recognize interchangeable male/female roles.

LEVEL: Kindergarten

MATERIALS NEEDED: Chalkboard, chalk, eraser

PROCEDURE:

1. Discuss how we are all alike in some ways and different in others.
2. Divide chalkboard into men/women columns.
3. Have students identify occupations traditionally held by men and those traditionally held by women. (Ex. Men: Doctors; Women: Nurses)
4. List occupations identified by students under headings men/women on chalkboard, as indicated by students.
5. Have students decide which occupations can be held by both men and women.

COMMENTS: Instructor may erase the titles men/women upon completion of the class discussion and explain that people are now pursuing careers traditionally held by the opposite sex.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students have identified occupations traditionally held by men and women and occupations held by both.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).
Charlie Brown's Career Education Program. "We All Have Special Skills - Charlie Brown". (Filmstrips).

61

CONCEPT: CAREER 1.2

TITLE: DAILY HELPERS

GOAL: Learn about changing male/female roles.

OBJECTIVE: Describe a range of workers, classified as "producers of goods" or "providers of services" and distinguish male and female roles within.

LEVEL: Kindergarten

MATERIALS NEEDED: Drawing paper, crayons, markers

PROCEDURE:

1. Have students brainstorm the people who help them each day. (Ex. Parents, grocer, teacher, policeman, etc.)
2. Explain that work results in two things: goods and services. Work which helps us by doing things for us deals with "services". Work which helps us by making things for us deals with "goods".
3. Have students draw a picture of someone working in one of the occupations they named.
4. Allow time for student discussion of art work.
    - A. Ask students to determine which pictures are service or goods workers. Why?
    - B. Ask students if the workers need to be male or female or either. Why?

COMMENTS: Could be used with activity Career 1.1, "Career Groups".

NATIONAL GUIDELINES:

VIII.2: Describe the relationship between the needs of occupations and those of society.

VIII.3: Describe the contributions of major industries, products and services available in the local community.

XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

EVALUATION: Students have identified men or women working in either service or goods producing fields.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.3

TITLE: THINGS I LIKE TO DO

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Identify some of their own interests.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Have students form a discussion circle.
2. Tell the students that you are going to read to them three things that they do. After you read the three things, you will ask them to raise their hand to show which they like best.
3. Read the following list starting each set with "I FEEL BEST WHEN I ....":

   A. do art work
   B. fix a broken toy
   C. hit a ball

   A. see a plant grow
   B. feed my pet
   C. watch smaller children

   A. sing a song.
   B. learn a new dance
   C. play a musical instrument

   A. watch television
   B. listen to the radio
   C. listen to records or tapes

   A. paint a chair
   B. draw a picture
   C. tell a story

   A. buy new clothes
   B. buy candy
   C. buy toys

   A. play ball
   B. play a card game
   C. work puzzles

4. From the items that students identified as preferences, ask them to describe jobs in which they could use these interests.

COMMENTS: The activity may be expanded by asking the student "what they like best about this activity". Other questions may also be used to expand the activity such as:
A. "Do people do those things when they grow up?"
B. "Do people do those things as a job?"

NATIONAL GUIDELINES:
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students have identified activities they like and jobs related to these activities.

RESOURCES: Attitudes and Values Reproducible Activities. "I Am Special". (Reproducible Book).
Career Activity Books. "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.3

TITLE: CAREER AWARENESS

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Identify a career they might like

LEVEL: Kindergarten

MATERIALS NEEDED: Paper, crayons

PROCEDURE:

1. Ask students to draw pictures of what they might like to be when they grow up.
2. Have them show their drawing to the class and ask the class members to guess what the student has drawn.
3. After each one has been correctly guessed, the teacher should ask: "Why would you like to be a
   ____?"
   "What things in school will help you?
   ____?"

COMMENTS:

NATIONAL GUIDELINES:
VI.3: Identify work activities of interest to the student.

EVALUATION: Students completed a picture displaying something they might like to be when they grow up. Students discussed why they chose a particular occupation and some classes they need in school to accomplish that occupational goal.

RESOURCES: Career Activity Books. "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.3

TITLE: I CAN DO THAT

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Review capabilities and strengths that are necessary for future jobs.

LEVEL: Kindergarten

MATERIALS NEEDED: Drawing paper, markers, crayons, pictures from magazines

PROCEDURE:

1. Show students several pictures of occupations.
2. Have students choose an occupation in which they might be interested.
3. Have children discuss their interests and capabilities needed for the occupations they have selected.
4. Have students draw themselves at the job they like.

COMMENTS:

1. Invite a resource person to visit the classroom to discuss with the students the skills they need in their job.
2. This activity could be repeated at a later date. Students could discuss how they changed their mind or stayed the same.

NATIONAL GUIDELINES:

IV.4: Describe relationships among ability, effort and achievement.

EVALUATION: Students have identified their interests and some of the skills needed for these occupations.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad. (Activity Book).
Career Activity Book). "Careers and Me". (Activity Book).
Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.3

TITLE: EXPLORING CAREERS

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Describe careers related to a favorite item.

LEVEL: Kindergarten

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have a favorite book displayed in class.
2. Ask how many careers are responsible for us having the book.
3. List these careers on the chalkboard. (Ex. Paper, mill, ink maker, printer, writer, publisher, book binder, illustrator, etc.)
4. Discuss the responsibilities for each person who contributed to the making of the book.

COMMENTS: May select another favorite item such as a toy, a food, a type of clothing (jackets, shirts, etc.) and repeat this activity.

NATIONAL GUIDELINES:
VI.3: Identify work activities of interest to the student.

EVALUATION: Students have listed careers connected with making a book and discussed the duties of many people involved.

RESOURCES: Charlie Brown's Career Education Program. "You May Like Many Jobs - Charlie Brown". (Filmstrips).
Career Activity Books "Careers and Me". (Activity Book).
Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.4

TITLE: ECONOMIC BENEFITS OF WORK

GOAL: Learn about what it means to work.

OBJECTIVE: Identify economic benefits associated with work.

LEVEL: Kindergarten

MATERIALS NEEDED: Pieces of different flavored individually wrapped candy (at least one piece per student), toy cash register, play money, grocery store items (preferably empty containers).

PROCEDURE: (May be used over several days or weeks.)

1. Set up a grocery store with toy register, play money and grocery items.
2. Identify things money can buy. Relate the amount of work required to earn money to purchase materials. (use minimum hourly wage as a basis). What can you buy from the store for one hour's work.
3. Compare what can be bought with 5 cents, 50 cents, $1.00, etc.
4. Discuss necessities that we can buy, and things we would like to have that are not necessities.
5. Role play pay day: Tell students we are going to assume they have worked two hours at minimum wage and pay them in play money that salary.
6. Then have students go to the grocery story and buy items they need for breakfast. (or some other meal, or to make cookies, etc.)
7. After some activities such as this discuss how the more we work the more money we have to buy the things we need and/or want.
8. Attempt to divide ten pieces of wrapped candy among twenty class members. (Have ten pieces of candy in reserve so that all class members will have candy after this demonstration of demand exceeding supply.)

COMMENTS:

NATIONAL GUIDELINES:

X.4: Describe how the stimulation and rewards from one's work role complement one's family role.

EVALUATION: Students role-played grocery store experiences. Students discussed why people work, what money can buy, necessary and unnecessary items and the amount of work required to purchase goods.

RESOURCES: Pelle's New Suit (Book), Harper and Row Publishing Co. Charlie Brown's Career Education Program. "Work Is Important - Charlie Brown". (Filmstrips).

CONCEPT: CAREER 1.4

TITLE: WHAT WE DID AT SCHOOL TODAY

GOAL: Learn about what it means to work.

OBJECTIVE: Identify and express the student's roles in the classroom.

LEVEL: Kindergarten

MATERIALS NEEDED: Paper, pencils, markers, construction paper

PROCEDURE:

1. Have students discuss the concepts of work and play as student roles in the classroom.
2. Have students identify the kinds of things they produce as a result of their work in the classroom.
3. Prepare a bulletin board for display of work produced in the classroom.
4. Ask students to select and display a piece of work they have done in the course of that day.
5. Ask students to describe effective student attitudes that were helpful to them in completing their assignments.

COMMENTS: Use the next exercise which identifies workers other than students in the school to immediately follow this one .

NATIONAL GUIDELINES:

I.5: Demonstrate a positive attitude about self.
V.1: Identify and discuss different types of work both paid and unpaid.

EVALUATION: Students have discussed the concepts of work and play, selected and displayed a piece of work they have done, and discussed attitudes that were helpful for successful completion of tasks.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: CAREER 1.4

TITLE: WORKING

GOAL: Learn about what it means to work.

OBJECTIVE: Examine roles of individuals in a work setting.

LEVEL: Kindergarten

MATERIALS NEEDED:

PROCEDURE:

1. Review with students how we talked about students being workers in the school.
2. Then have students identify other workers in the school.
3. Discuss work settings in the school. (Ex. Food service, janitors, teachers)
4. Discuss the roles of these workers and how cooperation is needed to accomplish tasks.
5. Have students select an area of work discussed and make a drawing of this setting.

COMMENTS: Use this exercise to follow the one on the previous page which talks about students as workers.

NATIONAL GUIDELINES:

VI.5: Describe jobs that are present in the student's community.
VII.3: Describe the importance of cooperation among workers to accomplishing a task.

EVALUATION: Students discussed work and cooperation of occupations in the school and the classroom. Students selected and made a picture of an occupation discussed in class.

RESOURCES: Eddy Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 1

Activity Page

Learning 1.1

Friendship 44
Friends Can Be Helpful 45
Secret Pals 46

Learning 1.2

A Celebration Of Self 47
Who Am I? 48
You've Got The Ball 49

Learning 1.3

Nonverbal Signs Of Listening 50
Learning To Relax 51
People Who Help Us 52

Learning 1.4

The Fix-It Game 53
A Look At Decision Making 54
Unfinished Stories 55

Personal/Social 1.1

Family Relations 56
The "Me" Book 57
How Do We Feel? 58

Personal/Social 1.2

Who In The Class Is? 59
Understanding Change 60
Changes - Good And Bad 61

Personal/Social 1.3

Facial Expressions 62
Identifying Feelings 63
What If? 64
Paper Mache' Masks 65
Mixed Emotions 66
Identifying Feelings 67
Situations Cause Feelings 68

Personal/Social 1.4

People Package 69
No Two The Same 70
My Favorite 71

Career 1.1

Relationship Of Educational Skills To Careers 72
Workers We Know 73
Product And Service Careers 74
Transportation Careers 75

Career 1.2

Me...On The Job 76
A Mobile of Jobs 77
Different Jobs For Men and Women 78

Career 1.3

Career Development Record 79
A Celebration: Famous Me, The Star 80
Someday I'll Be 81

Career 1.4

Work And Leisure Activities 82
A Penny Earned 83
Career Tools 84

CONCEPT: LEARNING 1.1

TITLE: FRIENDSHIP

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Define perceptions of friendship and ways to make friends.

LEVEL: 1

MATERIALS NEEDED: Chalkboard and chalk, poster board, scissors, paste or glue

PROCEDURE:

1. Introduce the concept of "friendship."
2. Have students complete the statement: "A Friend Is ________________________."
3. Write their answers on the chalkboard.
4. Summarize student responses.
5. Have students describe how to make friends.
6. Record student responses on chalkboard.
7. Summarize the student's ideas for "making friends."
8. Have students cut pictures that indicate "friends" or "making friends" and glue onto the poster board to make a collage.
9. Display collages around the room.

COMMENTS:

1. This activity may be divided into two separate activities. One dealing with "friendship" and the second dealing with "how to make friends".
2. Display of collages may enhance the classroom during parent-teacher conferences.

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students have discussed what a friend is and how to make friends. Students have created collages indicating friends or making friends.

RESOURCES: Aycox, Frank. Games We Should Play In School.
Gazda, George M. et al. Real Talk: Exercise In Friendship and Helping Skills.

CONCEPT: LEARNING 1.1

TITLE: FRIENDS CAN BE HELPFUL

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Explain how friends can help each other.

LEVEL: 1

MATERIALS NEEDED: Index cards or 3x5 pieces of paper, pencil, list of situations

PROCEDURE:

1. Write the following situations on cards (may add others) and place them in a container from which students may select a card.
2. Have a student select one card.
3. The teacher can read the card and ask, "What could a friend do to help?"
4. Have the class role play the situation.
5. Discuss the role play activity.
   (Sample list of situations:)

   1. Jack is with his family at the park. You see him crying and when you ask him what is wrong he explains that he is lost.
   2. Your best friend just found out she is moving away.
   3. Joan lost her lunch.
   4. Tom has been left out of all recess activities all week.
   5. Jane is locked out of her house. No one is home and no neighbor has a key.
   6. Jim spills paint on his favorite new shirt.
   7. A girl has just moved into the house next door. She comes to school the first day and is in your class.
   8. Sally loses the class ball during recess.
   9. A new family moves in down the street.

COMMENTS: Do no more than 2 or 3 situations at a time having the students take turns selecting a card.

NATIONAL GUIDELINES:
II.2: Describe how all persons need to belong and to be accepted by others.

EVALUATION: Students have role-played and discussed situations about how a friend can be helpful.

RESOURCES: Parables From Nature. "Speedy the Snail". (Filmstrips).
Aycox, Frank. Games We Should Play In School.

CONCEPT: LEARNING 1.1

TITLE: SECRET PALS

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Conduct an activity that enhances friendship.

LEVEL: 1

MATERIALS NEEDED: Students's name on slips of paper, Hat or Box

PROCEDURE:

1. Write each student's name on a piece of paper.
2. Put all the names in a hat or a box.
3. Have each student draw a name. That person will be "Secret Pal" for the day. (Emphasize to students that they do not tell whose name they drew.)
4. During the day, students should try to do nice things secretly to make their "Secret Pal" happy.
5. At the end of the day, the students try to guess who each "Secret Pal" has been. They should also tell the things that happened that made it possible for them to guess that person.
6. Discuss how this activity helped their friendships grow.

COMMENTS: This activity can easily be continued for a week or more. A good activity to emphasize around special holidays, (Ex. Christmas, Valentine's Day, Easter or Halloween).

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students have drawn "secret pal" names, have done nice things for their "secret pal", tried to guess who their "secret pal" was and discussed how this activity helped their friendships grow.

RESOURCES: Parables From Nature. "Speedy the Snail". (Filmstrips).

CONCEPT: LEARNING 1.2

TITLE: A CELEBRATION OF SELF

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Demonstrate pride in one's accomplishments and positive characteristics.

LEVEL: 1

MATERIALS NEEDED: Photographs of all the students in the class.

PROCEDURE:

1. Have students identify positive characteristics about themselves.
2. Make a caption of the positive characteristics for each student.
3. Attach caption to a picture of each student.
4. Post pictures with captions on bulletin board in the classroom or make a poster board display.
5. Change captions from time to time to describe new positive characteristics.
   (BE SURE TO INCLUDE EACH AND EVERY STUDENT)
   Ex.-Teresa is a volleyball star.
   -Carrie has read her first book.

COMMENTS: A good way to get students started at identifying good characteristics is by having them complete the statement "I can ______________." (Ex. swim, ride a bicycle, jump rope, etc.) or "I am _______________." (Ex. kind, honest, truthful, helpful).

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.
I.5: Demonstrate a positive attitude about self.

EVALUATION: Students identified positive characteristics about themselves. A caption was made for each student about their characteristic, placed upon their picture and displayed.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Reproducible Book).

CONCEPT: LEARNING 1.2

TITLE: WHO AM I?

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Describe abilities acquired while growing up.

LEVEL: 1

MATERIALS NEEDED: Chalkboard, chalk, drawing paper, markers, crayons

PROCEDURE:

1. Ask students to think for a few moments about one word clues of things they have learned since they were small. (Ex. Run, jump, smile, hug, talk, play, draw, etc.)
2. Have students tell one of the things they have learned and place the word on the chalkboard.
3. Have students draw a picture of what they are most proud of or what is most enjoyable to them.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.

EVALUATION: Students recognized abilities they have learned while growing up. A picture was made by each student depicting one of these abilities they particularly enjoy.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me"; "Me, Myself and I". (Reproducible Books).

CONCEPT: LEARNING 1.2

TITLE: YOU'VE GOT THE BALL

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify talents and abilities of self and others.

LEVEL: 1

MATERIALS NEEDED: Rubber ball

PROCEDURE:

1. Have students sit in a circle on the floor to discuss:
   - A. What do you do well?
   - B. What is something you would like to do that you haven't learned yet?
   - C. What can you do that you could teach someone else?
2. With all the students seated, the ball is tossed from one to another. Only the student who has the ball is to be talking. As the ball is tossed to each student, he or she responds to the question being asked.
3. Make sure each student gets to respond.

COMMENTS: Teacher may need to direct which question is to be answered.

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.

EVALUATION: Students named some talents and abilities they have.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad: A Self-Awareness Activity Book. (Activity Book).
Parables From Nature. "Bruso the Beaver" (Filmstrips).

CONCEPT: LEARNING 1.3

TITLE: NON-VERBAL SIGNS OF LISTENING

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Identify non-verbal signs of attention.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:

1. Have students' help make a list on the chalkboard of the body signs of good listening, such as:
   - A. Eye contact (looking at the person)
   - B. Facing the person
   - C. Keeping fingers and feet still
   - D. Sitting tall
   - E. Etc...............
2. Select a student to demonstrate with you the body signs of listening.
3. Exchange roles of speaker and listener.
4. Each time, in follow-up discussion with the class, check off on the chalkboard the signs of listening which students identified.
5. Divide class into groups of three to practice listening skills. "A" is speaker and "B" is listener.
6. Have students describe signs of listening which they have observed during this activity.

COMMENTS:

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students practiced non-verbal listening skills and discussed what they observed.

RESOURCES: Games Children Should Play. (Activity Book).
Communicating To Make Friends. (Activity Book).

CONCEPT: LEARNING 1.3

TITLE: LEARNING TO RELAX

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Recognize body tension and how relaxation exercise can help.

LEVEL: 1

MATERIALS NEEDED: Relaxation Training Script (pg. 51a-51c)

PROCEDURE:

1. Tell students they are going to be practicing ways to relax.
2. Have students go through the Relaxation Training Script exercises.

COMMENTS:

1. Stress that the exercises can be done whenever they feel uptight, whether at home or school.
2. Exercises should be introduced at a time when disruption is not likely to occur.
3. Exercises should be repeated periodically to reinforce the students understanding of how they can be applied.

NATIONAL GUIDELINES:

III.6: Demonstrate healthful ways of coping with conflicts, stress and emotions.

EVALUATION: Students have practiced ways of relaxing from the Relaxation Training Script.

RESOURCES: Parables From Nature. "Peppy the Pup". (Filmstrips).

A RELAXATION TRAINING SCRIPT

Introduction

Today we're going to do some special kinds of exercises called "relaxation exercises." These exercises help you learn how to relax when you're feeling uptight and help you get rid of those "butterflies in your stomach" kinds of feelings. They're also kind of neat because you can do some of them in the classroom without anybody noticing.

In order for you to get the best feelings from these exercises, there are some rules you must follow. First, you must do exactly what I say, even if it seems kind of silly. Second, you must try hard to do what I say. Third, you must pay attention to your body. Throughout these exercises, pay attention to how your muscles feel when they are tight and when they are loose and relaxed. And, fourth, you must practice. The more you practice, the more relaxed you can get. Does anyone have any questions?

Are you ready to begin? Okay. First, get as comfortable as you can in your chair. Sit back, get both feet on the floor, and just let your arms hang loose. That's fine. Now close your eyes and don't open them until I say to. Remember to follow my instructions very carefully, try hard, and pay attention to your body. Here we go.

Hands and Arms

Pretend you have a whole lemon in your left hand. Now squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you squeeze. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze it. Try to squeeze this one harder than you did the first one. That's right. Real hard. Now drop your lemon and relax. See how much better your left hand and arm feel when they are relaxed. Once again, take a lemon in your left hand and squeeze all the juice out. Don't leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand. (Repeat the process for the right hand and arm.)

Arms and Shoulders

Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Way back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side. Okay, kittens, let's stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, way back. Pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's have a great big stretch. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight, now. Great. Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.

Shoulder and Neck

Now pretend you are a turtle. You're sitting out on a rock by a nice, peaceful pond, just relaxing in the warm sun. It feels nice and warm and safe here. Oh-oh! You sense danger. Pull your head into your house. Try to pull your shoulders up to your ears and push your head down into your shoulders. Hold in tight. It isn't easy to be a turtle in a shell. The danger is past now. You can come out into the warm sunshine, and, once again, you can relax and feel the warm sunshine. Watch out now! More danger. Hurry, pull your head back into your house and hold it tight. You have to be closed in tight to protect yourself. Okay, you can relax now. Bring your head out and let your shoulders relax. Notice how much better it feels to be relaxed than to be all tight. Once more time, now Danger! Pull your head in. Push your shoulders way up to your ears and hold tight. Don't let even a tiny piece of your head show outside your shell. Hold it. Feel the tenseness in your neck and shoulders. Okay. You can come out now. It's safe again. Relax and feel comfortable in your safety. There's no more danger. Nothing to worry about. Nothing to be afraid of. You feel good.

Jaw

You have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. Okay, let's tackle that jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That's good. You're really tearing that gum up. Now relax again. Just let your jaw drop off your face. It feels so good just to let go and not have to fight that bubble gum. Okay, one more time. We're really going to tear it up this time. Bite down. Hard as you can. Harder. Oh, you're really working hard. Good. Now relax. Try to relax your whole body. You've beaten the bubble gum. Let yourself go as loose as you can.

Face and Nose

Here comes a pesky old fly. He has landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up hard. Good. You've chased him away. Now you can relax your nose. Oops, here he comes back again. Right back in the middle of your nose again. Shoo him off. Wrinkle it up hard. Hold it just as tight as you can. Okay, he flew away. You can relax your face. Notice that when you scrunch up your nose that your cheeks and your mouth and your forehead and your eyes all help you, and they get tight, too. So when you relax your nose, your whole face relaxes too, and that feels good. Oh-oh. This time that old fly has come back, but this time he's on your forehead. Make lots of wrinkles. Try to catch him between all those wrinkles. Hold it tight, now. Okay, you can let go. He's gone for good. Now you can just relax. Let your face go smooth, no wrinkles anywhere. Your face feels nice and smooth and relaxed.

Stomach

Hey! Here comes a cute baby elephant. But he's not watching where he's going. He doesn't see you lying there in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for him. Make your stomach very hard. Tighten up your stomach muscles real tight. Hold it. It looks like he is going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he's coming this way again. Get ready. Tighten up your stomach. Real hard. If he steps on you when your stomach is hard, it won't hurt. Make your stomach into a rock. Okay, he's moving away again. You can relax now. Kind of settle down, get comfortable, and relax. Notice the difference between a tight stomach and a relaxed one. That's how we want it to feel--nice and loose and relaxed. You won't believe this, but this time he's really coming your way and not turning around. He's stepped over you. Now he's gone for good. You can relax completely. You're safe. Everything is okay, and you can feel nice and relaxed.

This time imagine that you want to squeeze through a narrow fence and the boards have splinters on them. You'll have to make yourself very skinny if you're going to make it through. Suck your stomach in. Try to squeeze it up against your backbone. Try to be as skinny as you can. You've got to get through. Now relax. You don't have to be skinny now. Just relax and feel your stomach being warm and loose. Okay, let's try to get through that fence now. Squeeze up your stomach. Make it touch your backbone. Get it real small and tight. Get as skinny as you can. Hold tight, now. You've got to squeeze through. You got through that skinny little fence and no splinters. You can relax now. Settle back and let your stomach come back out where it belongs. You can feel really good now. You've done fine.

Legs and Feet

Now pretend that you are standing barefoot in a big, fat mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Push down, spread your toes apart, and feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice that is. It feels good to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help push your feet down. Push your feet. Hard. Try to squeeze that mud puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels so good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.

Conclusion

Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relax. In a few minutes I will ask you to open your eyes, and that will be the end of this session. As you go through the day, remember how good it feels to be relaxed. Sometimes you have to make yourself tighter before you can be relaxed, just as we did in these exercises.

Practice these exercises every day to get more and more relaxed. A good time to practice is at night, after you have gone to bed and the lights are out and you won't be disturbed. It will help you get to sleep. Then, when you are a really good relaxer, you can help yourself relax here at school. Just remember the elephant, or the jaw breaker, or the mud puddle, and you can do our exercises and nobody will know. Today is a good day, and you are ready to go back to class feeling very relaxed. You've worked hard in here, and it feels good to work hard. Very slowly, now, open your eyes and wiggle your muscles around a little. Very good. You've done a good job. You're going to be a super relaxer.

CONCEPT: LEARNING 1.3

TITLE: PEOPLE WHO HELP US

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Identify helpers.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:

1. Ask students to draw a picture of someone who helps them each day.
2. Have students describe the services that each of these people provide.
3. Ask students to identify who they ask and the kind of help they ask for when they need help.
4. Have students give examples of occupations which provide these services.

COMMENTS:

NATIONAL GUIDELINES:

VIII.2: Describe the relationship between the needs of occupations and those of society.

EVALUATION: Students identified helping professions and the services they provided. Students created a picture of someone who helps them each day.

RESOURCES: Parables From Nature. "Chuckie the Chipmunk". (Filmstrips).
Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: THE FIX-IT GAME

GOAL: Learn about problem-solving skills.

OBJECTIVE: Identify and describe that the way in which something is said affects the way others feel.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:

1. Ask students to listen to the following statements one at a time and decide how the statements might make another person feel.
2. Have students fix the statements by giving a more appropriate way to state the same message.
    A. Gimmie some milk. (Ex. May I have some milk, please?)
    B. Come on, stupid, you skipped my turn.
    C. Hey, dumb-dumb, don't you know that word?
    D. Teacher, no way am I going to clean up the corner.
    E. Mother, I'm not gonna take a bath in the middle of this T.V. program, and you can't make me.
    F. Get out of my way, fatso. I was here first.
    G. I'm better than anyone else in this whole class, so I get to go first.
3. Discuss how people would react if you spoke to them in the above manner.
4. Talk about why it is important to use more appropriate language.
5. Have students give other inappropriate/appropriate examples.

COMMENTS: Role playing activities may be developed from this procedure.

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students determined how people feel when spoken to in appropriate and inappropriate language.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volume II. Can of Squirms. (Games).

CONCEPT: LEARNING 1.4

TITLE: A LOOK AT DECISION MAKING

GOAL: Learn about problem-solving skills.

OBJECTIVE: Discuss "making choices" as a part of the decision making process.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:

1. Ask the students to name things their parents require them to do each day. (Ex. Brush teeth, eat certain foods, take a bath)
2. Discuss areas in life where students are permitted to make decisions. (Ex. Inviting friends to your house to play, how to spend allowances, what to do during play, etc.)
3. Have students discuss how they decide what to do when they are given a choice of two things at the same time. Ex: Two friends each invite you over to their house to play at 2:00 p.m. on Saturday afternoon.
    - A. What do you do?
    - B. What are the alternatives?
    - C. What seems to be the best decision?

COMMENTS:

NATIONAL GUIDELINES:

IX.1: Discuss choices that he/she makes.
IX.4: Identify simple strategies used in sloving problems.
IX.5: Identify alternatives in decision-making situations.

EVALUATION: Students identified items they are required to do each day. Students also discussed areas where they are allowed to make decisions and alternative ways of making decisions.

RESOURCES: Games Children Should Play. (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: UNFINISHED STORIES

GOAL: Learn about problem-solving skills.

OBJECTIVE: Recognize feelings of others expressed through oral language.

LEVEL: 1

MATERIALS NEEDED: 4 (5x8) cards for each student, unfinished stories

PROCEDURE:

1. Provide four, 5x8 cards for each student with the words SCARED, MAD, HAPPY, SAD on his/her set of cards.
2. Tell pupils some unfinished stories and have them hold up the card that best describes the students feeling.
3. Ask students to make up an ending for one of the stories.
4. Have students describe situations in which they've had similar feelings.

COMMENTS: Unfinished stories should be related to students' experiences.

NATIONAL GUIDELINES:

I.1: Verbalize both positive and negative feelings.

EVALUATION: Students determined feelings that match unfinished stories and situations where they have had similar feelings.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volume II. Can of Squirms. (Games).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: FAMILY RELATIONS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Describe positive attitudes toward family.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:
1. Discuss with students how it feels to have brothers and sisters, or not to have any.
2. Have students make a list of words they would use to describe brothers, sisters, parents, step-parents and foster parents.
3. Have the students identify one thing they like about each sibling and parent.
4. Do some role playing:
   -relationship between brothers and sisters in play
   -problems between brothers and sisters and how they resolve them
   -conversation between an older and younger child
   -conversation between parent and student in a positive situation

COMMENTS: If there are any "only child" students in class, have them describe what it is like to be an only child. Have students from large families tell what it is like to have many brothers and sisters, etc.

NATIONAL GUIDELINES:
II.5: Demonstrate skills in resolving conflicts with peers and adults.

EVALUATION: Students discussed what it is like to have brothers and sisters or be an only child. Students made a list of words to describe siblings and identified one thing they liked best about each.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volume II.
Jasinek, Doris and Pamela Bell Ryan. A Family Is A Circle of People Who Love You.

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: THE "ME" BOOK

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Describe feelings and thoughts.

LEVEL: 1

MATERIALS NEEDED: Construction paper, pencils, markers, staples

PROCEDURE:

1. Have students make a book using construction paper, blank pages and staples to hold together. Use a photo or draw a picture of themselves on the cover. (Construction paper used as cover)
2. Tell students they are going to write, draw, or paste pictures that show their feelings in a book.
3. Have students name as many feelings as they can and write them on the blackboard.
4. Have each student select several feeling words, write them on a page, then draw or cut out a picture describing the feeling.
5. At the end a prescribed period of time (two weeks) or when students have finished their books, they can share their books with the class if they desire.

COMMENTS:

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students created a book with pictures on the pages describing their feelings. After they completed their books, they shared them with each other.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
Attitudes and Values Spirit Masters. "Me, Myself and I". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: HOW DO WE FEEL?

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Identify physical, emotional and intellectual feelings.

LEVEL: 1

MATERIALS NEEDED: Several pictures of people showing different emotions, bulletin board, 3x5 cards, thumb-tacks

PROCEDURE:

1. Divide a bulletin board into three sections.
2. Place a figure representing each of the different types of feelings in each section. [Ex: Runner (physical), student studying (intellectual), person laughing (emotional)].
3. Talk with class about the different ways of feeling--with our hands (touching), with our heads (thinking), and with our hearts (emotions).
4. Ask each student to identify the category of feeling that is represented in each of the pictures the teacher has gathered.
5. Each picture is then displayed on the bulletin board under the appropriate section; touching (physical), thinking (intellectual), or emotions (emotional).
6. Have students relate times when they have experienced some of these feelings.

COMMENTS: Prior to starting this activity, cut out several pictures from magazines that show people doing different tasks and displaying different emotions.

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students identified feelings represented in selected pictures and categorized them as either "touching", "thinking" or "emotion." They have related times when they experienced those feelings.

RESOURCES: Attitudes and Values Reproducible Activities. "I Am Special". (Reproducible Books).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: WHO IN THE CLASS IS ...?

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Become better acquainted with the members of the class.

LEVEL: 1

MATERIALS NEEDED: 3x5 index cards or pieces of paper, felt pen, safety pins

PROCEDURE:

1. Ask students to sit in a circle.
2. Have one student find as many people in the group who fit the category you name (Ex. Shoes with laces, blue eyes, red shirt). Include all students.
3. Then ask designated students to stand up and say their name.
4. Have one of those students select a new category.
5. After all the students are standing, the activity may be repeated until everyone is sitting again.

COMMENTS: The next day each student may pick a card randomly and find the person it belongs to.

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students have become more knowledgeable of classmates by identifying characteristics of them.

RESOURCES: Communicating To Make Friends. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: UNDERSTANDING CHANGE

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Identify personal changes.

LEVEL: 1

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Discuss with students how we grow and change (from babies to grown-ups we continue to gain skills in many things and learn to do things differently).
2. Have students draw a picture of something they did as babies, but do not do now.
3. Then have them use the other side of their paper to draw a picture of something they can do now, but could not do as babies.
4. Students may show their pictures and describe the activities in each.
5. Teacher/counselor will make two lists on the blackboard: "Things Done As Babies" and "Things Done Now".
6. Have students discuss things they are able to do now, that younger children would be unable to do.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students have described things they did when they where younger and things they can do now that they are older.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: CHANGES - GOOD AND BAD

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Describe some mixed feelings we often have about changes that take place.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:

1. Ask the class to think about many different changes that often take place for all of us and how we sometimes have mixed-up feelings about them.
2. For each "change" mentioned, have the student suggest something that might be pleasant and something that might be unpleasant about the same situation.
   - A. Parent(s) now working (adapt for one parent students)
   - B. Being in the hospital
   - C. A different baby-sitter
   - D. The first day of school
   - E. Going on vacation
   - F. Moving to a different house
   - G. Spending the night away from home
   - H. Going to camp
   - I. Mother or father changing jobs
3. Have students tell about changes they have had to deal with and how they did it.

COMMENTS: This activity may reveal personal problems that need further attention or discussion.

NATIONAL GUIDELINES:
III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students examined changes that could be pleasant or unpleasant and discussed how they have dealt with changes in their lives.

RESOURCES: Attitudes and Values Reproducible Activities. "All About Me". (Activity Book).
Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: FACIAL EXPRESSIONS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Describe hidden feelings of self and others.

LEVEL: 1

MATERIALS NEEDED: Full length mirror, several small hand mirrors

PROCEDURE:

1. Let students look in the full length mirror to see how their facial expressions tell others how they feel.
2. Talk to students about facial expressions showing outside feelings, and how they mask inside feelings.
3. Divide the class into small groups. Discuss situations where they may not be showing their real feelings. (Ex. Wearing a happy face when a bully takes the ball away from you on the playground)

COMMENTS: Make sure everyone gets a chance.

NATIONAL GUIDELINES:
III.1: Describe emotional experiences.

EVALUATION: Students discussed how facial expressions can sometimes hide feelings on the inside.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: IDENTIFYING FEELINGS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Describe different feelings one experiences.

LEVEL: 1

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students identify the kinds of feelings people have (happy, sad, angry, excited, etc.)
2. Ask students to answer the following types of questions:
    - A. "Do you feel happy all the time?"
    - B. "What other ways do you feel?"
    - C. "Do you think others feel happy all the time?"
    - D. "When do others tell you how they feel?"
    - E. "When don't others tell you how they feel?"
3. Put on chalkboard "When I am ________________, I feel ____________________." (Ex. "When I am alone, I feel sad.")
4. Have students discuss things they do when they feel certain ways and whether those things are helpful or cause more problems for them.

COMMENTS:

NATIONAL GUIDELINES:

III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students identified feelings they have, behaviors they exhibit when they have those feelings, and some evaluation of their response behaviors.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
Games Children Should Play. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: WHAT IF....?

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify feelings of empathy for others by comparing with inanimate objects.

LEVEL: 1

MATERIALS NEEDED: Slips of paper

PROCEDURE:
1. Ask students (for example) "What if a sidewalk had feelings?"
2. Have students talk about the many things that happen to a sidewalk in a day and write them on the board. (Ex. People walking with boots, tennis shoes)
3. Ask students how a sidewalk would feel when these things happened to it.
4. Have students draw a picture of a sidewalk showing the feeling of happiness, anger, sadness, or being afraid.

COMMENTS: Could use any other inanimate object. This activity could be repeated using different objects.
(Ex. Bicycle, skate boards, sofa, TV, etc.)

NATIONAL GUIDELINES:
III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students identified feelings people have by comparing them with inanimate objects. Students illustrated a feeling by drawing a picture of the object expressing those feelings.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: PAPER MACHE' MASKS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Interpret facial expressions as a way of identifying ones feelings.

LEVEL: 1

MATERIALS NEEDED: Paper mache' recipe, newspaper strips, wheat paste, tempera paint, balloons,

PROCEDURE:

1. Review with class the various feelings you have been talking about together.
2. Tell students they will be making paper mache' masks which exemplify some feelings they have been discussing.
3. After students have a feeling in mind, begin making masks.
4. Have students inflate head size balloons.
5. Then cover the balloon with paper mache' and let dry.
6. Using tempera paint have students paint these balloon heads with faces that show the feeling they selected to portray.

COMMENTS:

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students created a mask expressing feelings they have discussed.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
Games Children Should Play. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: MIXED EMOTIONS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify mixed feelings.

LEVEL: 1

MATERIALS NEEDED: 3x5 cards

PROCEDURE:

1. Have class review past topics of feelings.
2. Discuss how a person can have different feelings at the same time.
3. Write on 3x5 cards the feelings that the class has discussed.
4. Duplicate the feelings on another set of cards.
5. Using two containers, separate each set of cards.
6. Have students draw a card from each container and describe a situation in which they feel both feelings.
7. For example, a student may tell about a time when he/she was happy and sad at the same time.

COMMENTS: Situations can be real or make believe.

NATIONAL GUIDELINES:

III.1: Describe emotional experiences.

EVALUATION: Students discussed situations where mixed or different feelings can be felt at the same time.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
Attitudes and Values Reproducible Activities. "I Am Special". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: IDENTIFYING FEELINGS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Recognize feelings of people from non-verbal cues in pictures.

LEVEL: 1

MATERIALS NEEDED: Tag board, tongue depressors

PROCEDURE:

1. Have available pictures of people. Mount pictures onto tag board. Glue tongue depressor on back so picture can be held up for class to see.
2. Have students identify the feelings of the people in the pictures.
3. Have students discuss what they do when they recognize someone else's feelings. (Ex. friend is crying)

COMMENTS:

NATIONAL GUIDELINES:

I.1: Verbalize both positive and negative feelings.

EVALUATION: Students recognize feelings of people from non-verbal cues in pictures. Students discussed what they do when they recognize feelings of others.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
Attitudes and Values Reproducible Activities. "I Am Special". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: SITUATIONS CAUSE FEELINGS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify situations that cause feelings.

LEVEL: 1

MATERIALS NEEDED: Magazine pictures from previous activity, drawing paper, crayons

PROCEDURE:

1. Using pictures from the previous activity, review and expand on causes of feelings in pictures.
2. Have students illustrate causes of their having experienced each of these four feelings.
   (HAPPY - SAD, SECURE - AFRAID)

COMMENTS: Students could role play these situations and help each other resolve any problems.

NATIONAL GUIDELINES:

I.4: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students discussed and illustrated causes of feelings from pictures in the previous activities.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
Can of Squirms. (Games).
Learning To Cope. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: PEOPLE PACKAGE

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Recognize differences in people.

LEVEL: 1

MATERIALS NEEDED: Magazines, large box

PROCEDURE:

1. Have students cut out pictures of people from magazines.
2. Provide a variety of magazines and encourage the students to locate as many different people as possible - tall people, short people, young, old, etc.
3. Paste the pictures on all sides of a large box to illustrate the importance of all people although they may be different in many ways.
4. Encourage discussion of both similarities and differences among the people in the collection.

COMMENTS:

NATIONAL GUIDELINES:
II.2: Describe how all persons need to belong and to be accepted by others.
II.3: Identify how people are unique as individuals.

EVALUATION: Students created a collage of differences in people on a box. Students discussed similarities and differences of people in their collages.

RESOURCES: Communicating To Make Friends. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: NO TWO THE SAME

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Examine people and how no two are the same.

LEVEL: 1

MATERIALS NEEDED: Construction paper, scissors, magazines

PROCEDURE:

1. Talk to students about how no two people, trees and snowflakes are the same. No matter what part of the world you look in.
2. Have students find pictures of trees and people and see if they can find two alike.
3. Ask students how the trees are different from one another and how the people are different from one another.
4. Give students a square piece of construction paper. Have them fold it in half, then fold in half again. They should end up with a square. Have them cut sections out of the four sides of the square. (Do not cut away the whole side with the folded edge or it will fall apart.) When they unfold the paper, they will have a snowflake. Have them compare each other's snowflakes.

COMMENTS: Activity could be used during the wintertime and display snowflakes.

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students discussed how trees, snowflakes and people are all different. Students constructed a paper snowflake.

RESOURCES: Communicating To Make Friends. (Activity Book).
Parables From Nature. "The Fairy Ring". (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: MY FAVORITE

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Examine how people are different in what they like and do.

LEVEL: 1

MATERIALS NEEDED: Drawing paper, crayons, markers, construction paper, scissors

PROCEDURE:

1. Suggest to students that since we are alike in some ways and different in others, our favorite things will sometimes be different and sometimes alike.
2. Have students create pictures of:
   Ex. A. My favorite color
   B. My favorite food
   C. My favorite toy
   D. My favorite thing to do
3. Have students show their pictures and discuss differences and similarities in things people like.

COMMENTS: Students could make a "Favorite Things" booklet. Activity can be repeated and pictures saved. Pictures or booklets can be displayed also.

NATIONAL GUIDELINES:

I.5: Demonstrate a positive attitude about self.
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
II.3: Identify how people are unique as individuals.

EVALUATION: Students created pictures of their favorite choices and discussed differences and similarities of each other.

RESOURCES: Attitudes and Values Spirit Masters. "Me, Myself and I". (Activity Book).

CONCEPT: CAREER 1.1

TITLE: RELATIONSHIP OF EDUCATIONAL SKILLS TO CAREERS

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Recognize that the basic educational skills are necessary in both the classroom and in most occupations.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:

1. Invite a resource person to the classroom to explain the duties of their job.
2. Have students listen to workers in different occupations explain the duties they perform and the need for reading, writing, and numbers in performing these duties.
3. After the resource person has left review with students the importance of reading, writing and math skills on the job.
4. Then have students will name five workers in other occupations who often use reading and/or writing in their jobs.
   - A. 5 who use reading
   - B. 5 who use writing
   - C. 5 who use math
5. Of the 15 total occupation that students identified, ask students to identify any occupation(s) that require only one and none of the other two skills.

COMMENTS: Refer to the next concept (Title: WORKERS WE KNOW) for a follow up exercise. Parents who work could volunteer or use people who work in school.

NATIONAL GUIDELINES:

IV.1: Describe ways that academic skills are used in the home and community and their importance in career development.
IV.3: Identify academic skills needed in several interest and career areas.
V.5: Describe how what is currently being learned relates to future career interests and aspirations.

EVALUATION: Students listened to volunteer workers about their occupation and how they use reading, writing and numbers in their job. Students formed groups and discussed workers and how they use reading, writing and numbers.

RESOURCES: Resource speakers employed in different occupations. Career Activity Books. "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.1

TITLE: WORKERS WE KNOW

GOAL: Learn about different occupations/careers. (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Describe careers of others (paid or non-paid).

LEVEL: 1

MATERIALS NEEDED: Strips of paper suitable for attaching to walls, paints, markers, crayons

PROCEDURE:

1. Attach long strips of paper around the wall for students to develop a mural of workers.
2. Have each student create a picture of someone he or she knows who works.
3. Draw the person according to the way he or she looks at work with the kind of clothing, tools, etc., that are necessary for the job.
4. Have each student tell about the person in their picture.

COMMENTS: Homemaker may be considered a career (non-paid).
Pictures from magazines may help students in this activity.

NATIONAL GUIDELINES:
V.1: Identify and discuss different types of work, both paid and unpaid.

EVALUATION: Students illustrated a worker they know in their occupational setting and described their picture to the class.

RESOURCES: Eddy Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPOT: CAREER 1.1

TITLE: PRODUCT AND SERVICE CAREERS

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Categorize careers into "product careers" and "service careers".

LEVEL: 1

MATERIALS NEEDED: Pictures from magazines, tag board, paste or glue, stick pins or tape, brown wrapping paper for display board or bulletin board, colored paper for letters or felt tip pen

PROCEDURE:

1. Make a display board - divide into halves.
2. Label one side Product Careers, the other Service Careers.
3. Introduce the concept of product and service careers: Give examples:
    1. baker - bread = product
    2. doctor - healing = service
    3. teacher - learning = service
    4. engineer - design = product
4. Have students cut out pictures from magazines depicting careers representing each group. Paste pictures on cards. Using stick pins or tape have each student place a picture under the correct heading - product or service career.
5. Have each student describe his choices and explain about how it is product or service.

COMMENTS:

1. Invite people from the community representing careers depicted in this activity to make a presentation.
2. Students could bring a product to class. A) Give the name of product. B) Who made the product. C) How it is used.

NATIONAL GUIDELINES:

VIII.1: Describe how careers can satisfy personal needs.
VIII.2: Describe the relationship between needs of occupations and those of society.

EVALUATION: Students cut out magazine pictures depicting careers and decided if they were service or product careers. Each student described their job choice and whether it was a product or service career.

RESOURCES: Professional Magazines-Home Builder, Farm, etc., Newspaper Career Activity Books. "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.1

TITLE: TRANSPORTATION CAREERS

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Demonstrate knowledge of transportation careers and vehicles used.

LEVEL: 1

MATERIALS NEEDED: Toys from home

PROCEDURE:

1. Ask students in class to bring a favorite toy from home that replicates one used for transportation (car, train, plane) or work (trucks, tractor, etc.).
2. Gather a variety of toys and discuss the various jobs they represent. Each student could possibly describe his or her own toy(s).
3. As each toy is described, group according to the type of work they do. (Scoop, scrape, dig, carry goods, carry people, etc.) Talk about the design of each vehicle and why it is built the way it is for a particular job.
4. Ask or discuss with students what skills the operator of each vehicle might need to perform their job.

COMMENTS:

1. List and discuss other types of vehicles that may not have been covered in class.
2. Ask each student to draw and color a vehicle that they would like to operate.
3. Develop a bulletin board on "transportation" from magazine pictures brought to class by students.

NATIONAL GUIDELINES:

VI.1: Describe work of family members, school personnel and community workers.
VI.5: Describe jobs that are present in the student's community.
VI.7: Identify different working conditions of jobs.

EVALUATION: Students explored careers associated with transportation and discussed skills necessary for these occupations.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.2

TITLE: ME...ON THE JOB

GOAL: Learn about changing male/female roles.

OBJECTIVE: Compare job roles in the classroom with jobs outside of the classroom.

LEVEL: 1

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss jobs they engage in at school. (What kind of work is done in the classroom? How often do certain jobs need to be done?) (Ex. Keeping desk clean, coming to school on time, washing their hands)
2. Discuss what is involved for each boy and girl to do a good job in the classroom.
3. Have students discuss good characteristics of workers in jobs outside of the classroom and compare them to their jobs in school. (Ex. Arriving on time for school/work)

COMMENTS:

NATIONAL GUIDELINES:

VII.1: Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.

EVALUATION: Students discussed work they do in the classroom. Students discussed good characteristics of workers outside the classroom and compared them to their work in school.

RESOURCES: Career Activity Books. "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.2

TITLE: A MOBILE OF JOBS

GOAL: Learn about changing male/female roles.

OBJECTIVE: Define jobs available to both men and women.

LEVEL: 1

MATERIALS NEEDED: Paper, pencils, construction paper, markers, clothes hangers, string, scissors, glue

PROCEDURE:

1. Have students find pictures of people in careers in which both men and women work in.
2. Have students design a mobile using a clothes hanger.
3. Glue their picture on a piece of construction paper and print the name of the career under the picture.
4. Then attach the construction paper to the hanger. (Ex. Bus driver: Cut out a picture of a bus and label it "Bus Driver")
5. Have the students explain their mobiles to the rest of the group and hang them around the room.
6. Have students discuss how both boys and girls (men & women) can perform many of the same jobs.

COMMENTS: Upon completion of this activity, the class should be aware that many jobs are interchangeable.

NATIONAL GUIDELINES:

XI.1: Describe how work is important to women and men.

XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

EVALUATION: Students created a mobile with careers men and women both work in. Each student explained their mobile to the class.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).
Charlie Brown's Career Education Program. "People Do Different Kinds of Work - Charlie Brown". (Filmstrips).

CONCEPT: CAREER 1.2

TITLE: DIFFERENT JOBS FOR MEN AND WOMEN

GOAL: Learn about changing male/female roles.

OBJECTIVE: Recognize the changing roles of males/females in the job market.

LEVEL: 1

MATERIALS NEEDED: Newspapers, magazines, scissors, construction paper

PROCEDURE:

1. Supply students with newspapers and magazines.
2. Have students create career collages.
3. Pictures may be of tools and equipment, people at work, on the job clothing, etc.
4. Have each student explain their collage to the class.
5. Teacher may direct questions related to the career collage. (Ex. One picture may show a female nurse giving a shot. The teacher may question the class about male nurses.)
6. Ask the class to identify other careers in which these tools, equipment and clothing may be used.

COMMENTS:

NATIONAL GUIDELINES:

VII.1: Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.

EVALUATION: Students constructed collages of careers and described them to the class. Students discussed their collages and answered questions about them.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.3

TITLE: CAREER DEVELOPMENT RECORD

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Identify personal interests and preferences by beginning an individual Career Development Record indicating interests, attitudes, aptitudes and achievements.

LEVEL: 1

MATERIALS NEEDED: Photo copy: Career Development Record for each student (pg. 79a)

PROCEDURE:

1. The Career Development Record is a history of individual students career aspirations including their aptitudes, interests, attitudes and achievements.
2. This is the initial activity. The assessment, to be effective, should be continued in grades 3, 5, and 7 on through high school.
3. It will be necessary for the teacher or counselor to fill in the record at this grade level.

COMMENTS: The Career Development Record could be used by teachers and counselors to better understand the aspirations of their students 1-12.

The teachers' judgment will be relied upon as to what time during the school year this assessment should be completed.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students identified personal interests, attitudes, aptitudes and achievements on their Career Development Record.

RESOURCES: Student File (Records of Achievements and Interests).

CAREER DEVELOPMENT RECORD

____
Student's Name

GRADE 1 DATE:_________

____
High Interest Learning Center

____
Low Interest Learning Center

____
Prefers Activities:

Outside_____Inside______Both______

Physically:

Active______Average______Sedentary______

Achievement(s)

____

____

Hobby/Interest(s)

____

____

Wants to be a: ____________________________

Comments:

____

____

CONCEPT: CAREER 1.3

TITLE: A CELEBRATION: FAMOUS ME, THE STAR

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Picture oneself as competent and successful.

LEVEL: 1

MATERIALS NEEDED: Photograph of each student, art paper, paste, drawing and coloring materials, scissors

PROCEDURE:

1. Start the project by telling the students that they are to imagine themselves as stars or famous people.
2. They are to think about what they would be if they could be anything they wanted to be, or do anything they wanted to do.
3. When they have an image of themselves that they really like, they are to cut out the pictures of themselves and paste them on their papers. Direct them then to illustrate the rest of the scene, showing themselves as "the great famous me." For example, if they were a football star, they might draw the field and the other players around them, carrying them off the field on their shoulders.

COMMENTS: May want to use magazine pictures.
Use the activity on the next page as a follow-up.

NATIONAL GUIDELINES:
I.5: Demonstrate a positive attitude about self.

EVALUATION: Students imagined themselves as anything they wanted to be. Students created their image using a photograph of themselves and illustrating the rest of the scene.

RESOURCES: Attitudes and Values Spirit Masters. "Me, Myself and I". (Activity Book).

CONCEPT: CAREER 1.3

TITLE: SOMEDAY I'LL BE ...

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Recognize career possibilities.

LEVEL: 1

MATERIALS NEEDED: Paper, crayons

PROCEDURE:

1. Ask students to draw pictures of what they would like to be when they grow up or use pictures from the activity on the last page.
2. Have students individually hold pictures up in front of the class, while class members guess what the student has drawn.
3. After each one has been correctly guessed, the teacher should ask: "Why would you like to be a ____________________________?" "What things in school will help you to be a good ____________ ____?"

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students have drawn a picture of what they want to be when they grow up. Class members participated in guessing each others' careers and answering questions about their choice.

RESOURCES: Career Activity Book. "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.4

TITLE: WORK AND LEISURE ACTIVITIES

GOAL: Learn about what it means to work.

OBJECTIVE: Distinguish between work and leisure activities.

LEVEL: 1

MATERIALS NEEDED: Pictures from magazines

PROCEDURE:

1. Discuss with group the differences between work and leisure. Work - the labor, task or duty that is one's means of livelihood. Leisure - time free from tasks or duties.
2. Make a bulletin board with the words WORK and LEISURE heading separate columns.
3. Have students cut out pictures of people playing and working.
4. Place in the appropriate column.
5. Explain to class that some peoples' work is doing leisure type activities. They are called Sports Professionals - Football, tennis, baseball, golf, fishing, hunting, riding horses.

COMMENTS:

1. Have a professional athlete come to class or a person whose job is doing leisure type activities. (Check local country club-golfer; speedway-race driver; stable-jockey)
2. Ask students to tell about their leisure time activities. Then ask what activity at home is considered work.
3. Define difference between work and leisure. Give three examples of each.

NATIONAL GUIDELINES:

X.8: Identify the value of leisure activities for enriching one's life style.
X.9: Understand that leisure activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time.
XI.1: Describe how work is important to women and men.

EVALUATION: Students discussed differences between work and leisure. Students cut out pictures of people in work and leisure activities and placed them under appropriate titles on the bulletin board.

RESOURCES: Charlie Brown's Career Education Program. "It's Your Hobby - Charlie Brown". (Filmstrips).

CONCEPT: CAREER 1.4

TITLE: A PENNY EARNED

GOAL: Learn about what it means to work.

OBJECTIVE: Formulate the relationship between working and having what we want.

LEVEL: 1

MATERIALS NEEDED: Construction or writing paper

PROCEDURE:

1. Tell the class a make believe story about someone their age who wanted something but didn't have the money. (Ex. Tim wanted a skateboard and his parents told him he could earn the money.)
2. Ask students to finish the story about how Tim could earn the money.
3. Have students tell about their experiences of earning money. (Gifts don't count.)

COMMENTS: Students could draw how they think Tim earned his money, or students could draw how they could earn money at home or for a neighbor.

NATIONAL GUIDELINES:
V.1: Identify and discuss different types of work, both paid and unpaid.
VIII.1: Describe how careers can satisfy personal needs.

EVALUATION: Students created endings for a make believe story.
Students shared how they have earned money.

RESOURCES: Charlie Brown's Career Education Program. "Work Is Important - Charlie Brown"; "Work Means Different Things - Charlie Brown". (Filmstrips).

CONCEPT: CAREER 1.4

TITLE: CAREER TOOLS

GOAL: Learn about what it means to work.

OBJECTIVE: Identify tools used in a variety of jobs and what it means to work.

LEVEL: 1

MATERIALS NEEDED: A variety of different tools used by various workers (Ex. Hammer, saw, ball, X-ray, paper and pencil, pot or pan, needle and thread)

PROCEDURE:

1. Divide the class into two teams.
2. As the instructor holds up one of the objects, each team alternately names a job that uses that object.
3. One point is given to each team for a correct answer.
4. When the teams can no longer think of any jobs, then another object is held up.
5. After the winning team is declared, students will discuss the meaning of work in the occupations they have identified.

COMMENTS: The team with the highest score is the winner for the day.

NATIONAL GUIDELINES:

X.8: Identify the value of leisure activities for enriching one's life style.

EVALUATION: Students formed teams and played a game of identifying jobs that use a particular tool. Students then discussed the meaning of work in those occupations.

RESOURCES: Charlie Brown's Career Education Program. "Work Means Different Things - Charlie Brown". (Filmstrips).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 2

Activity Page

Learning 1.1

What Is A Friend? 85
Friendship 86
Friendship Attitudes 87
Montage Of People Making And Keeping Friends 88

Learning 1.2

Strength Badges 89
Identifying Self Through Roles 90
Secret Friends 91

Learning 1.3

Different Kinds Of Difference 92
Skills And Values 93
Cooperation 94

Learning 1.4

Brainstorming Ideas 95
Classroom Behavior 96
How Did People In The Past Use Energy? 97

Personal/Social 1.1

Who Is In A Family? 98
How Are Family Members Related? 99
Stage A Happening 100

Personal/Social 1.2

Here And Now Happenings 101
Role Playing 102
What Is A Family? 103

Personal/Social 1.3

The Way I Feel 104
Pantomime 105
Experience Chart 106

Personal/Social 1.4

Where In The World Are We? 107
The Interview 108
Different Kinds Of People 109

Career 1.1

Job Tasks 110
Language Arts 111
Leisure Time 112

Career 1.2

Identifying Roles 113
ABC's of Careers 114
Whose Job Is It? 115

Career 1.3

What We Do 116
Who We Are Inventory 117
I Can Do That 118
Inside/Outside 119

Career 1.4

Why Do People Work? 120
Cooperation 121
What Happens In A Classroom 122

CONCEPT: LEARNING 1.1

TITLE: WHAT IS A FRIEND?

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Describe positive characteristics of friendship.

LEVEL: 2

MATERIALS NEEDED: Books on friends, bean bag

PROCEDURE:

1. Have students sit in a circle on the floor.
2. Begin by tossing the bean bag to a student and say "A friend is someone who ....."
3. The student catching the bag completes the sentence. Then the student tosses the bag to someone else and repeats the sentence, "A friend is someone who ....." If possible, do not let students repeat a characteristic.
4. Each time the bag is tossed have students throw to a different person until everyone has had a chance to participate.
5. Have students discuss some of the characteristics of a "friend" that they have discovered.

COMMENTS: This exercise could be repeated if desired. When students are finished, have them relate their ideas and write them on the blackboard or a poster board.

NATIONAL GUIDELINES:
II.1: Make positive statements about self and others.

EVALUATION: Students participated in a game where they described characteristics of friends.

RESOURCES: Communicating To Make Friends. (Activity Book).

CONCEPT: LEARNING 1.1

TITLE: FRIENDSHIP

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Demonstrate skills for relating to others.

LEVEL: 2

MATERIALS NEEDED: Chalk, chalkboard, fish cut out of construction paper, two fishbowls

PROCEDURE:

1. Discuss the following questions:
   A. Is a friend important?
   B. When do you go about making a new friend?
   C. How would you go about making a new friend?
   D. How would you feel if your best friend was moving?
   E. What would you do if someone you don't like wants to be your friend?
   F. If you thought your friend was doing something wrong, what would you do?
2. Write the word FRIEND on the chalkboard. Use each letter to describe traits of a friend. Brainstorm and list these words on the chalkboard.
3. Play the "Fishbowl Game". (Direction on next page.)

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students discussed questions pertaining to friendship and described traits of a friend. Students played the Fishbowl game.

RESOURCES: Communicating To Make Friends. (Activity Book).
Self-Concept Series. "Belonging". (Activity Book).

THE FISHBOWL GAME: GOOD AND BAD FEELINGS

DIRECTIONS: (preparing for the game) Use two fishbowls labeling one the "PUT-DOWN" bowl and the other one the "COMPLIMENT" bowl. Cut several fish shapes from construction paper. Write one of the following statements on each fish. Place these fish in a large envelope. Statements on the fish could include: (add some the students commonly use)

I like your dress.
You're really nice.
Would you teach me how to do that?
You're the best.
I like your school bag.
That's a good idea.
Gee, that's great.
You play soccer well.
That's a neat jacket.
I want a notebook like that.
Wow! I like your picture.
That was nice of you.
I like your haircut.

- - - - - - - - - - - - - - - - - - -

Why did you do that?
Come on, stupid.
Gee, don't you know how to do that?
Who cares?
I can do it better.
That was dumb.
How could you be so stupid?
Come on. Read faster.
Weren't you thinking when you did that?
Have you lost your brains?
What on earth is that?
What good is that?
What's wrong with you?
I can't believe you did that.
So what!
I read that years ago!

Directions: (playing the game)

1. Have each student draw a fish out of the envelope.
2. Read the statement on the fish.
3. Discuss whether the statement on the fish is a compliment or a put-down.
4. Place the fish in the compliment bowl if it is a compliment or in the put-down bowl if it is a put-down.

CONCEPT: LEARNING 1.1

TITLE: FRIENDSHIP ATTITUDES

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Identify positive and negative attitudes about friendship.

LEVEL: 2

MATERIALS NEEDED: "Friendship Stories"

PROCEDURE:

1. Read the friendship stories on page 87a and discuss each one.
2. Discuss the positive and negative aspects in these stories regarding friendship.
3. Brainstorm a list of ideas they could try this week to make a friend.
4. Have students select one goal they could do this week to make a new friend.

COMMENTS: To extend this activity have students write a story or draw a picture about friendship and place them on the bulletin board.

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students discussed the positive and negative aspects of stories about friendships. Students discussed what they could do and selected one goal to work on this week to make a new friend.

RESOURCES: Parables From Nature. "Bushy the Squirrel". (Filmstrips).
Can of Squirms. (Games).

FRIENDSHIP STORIES

I. Friendship - Can or Should it be Bought and Sold?

Dennis is the most popular boy in the class, and all the kids want to have him for a friend. Randy is not so popular, however. Randy is liked by most people, but he does not seem to be as popular as he wants to be. Randy decided to try to be good friends with Dennis, so that the kids in the school would see him (Randy) as someone special.

One Monday, as the class lined up for lunch, Randy asked Dennis if he would be his friend. Dennis replied, "I don't know. Maybe if you could bring me something, like a special snack or something, I'd be friendly toward you."

The boys' teacher, Mrs. White, heard the whole conversation, and ......

What should Randy do? What should the teacher do? What do you think about Dennis?

II. Friendship - A Choice

Barry and Jerry are the best of friends, and they always seemed to be together. They like the same things, and they do the same things. At times, they even stay over at one another's home. It so happened that Jerry had to stay in at recess and lunch for failing to do his assignment. When Barry and the other kids came in from recess, they found that the teacher was quite disturbed. Some projects had been damaged and it seemed that she thought that Jerry had done the damage.

There was no way to prove it or disprove it, but all the class seemed to believe that Jerry was at fault. Jerry, on the other hand, told Barry and the others that he had not done any harm to the projects.

As Barry rode home on the bus, some kids were talking about what a bad kid Jerry is and about all the bad things he (Jerry) had done to their projects.

What should Barry do? Whom should he believe?

CONCEPT: LEARNING 1.1

TITLE: MONTAGE OF PEOPLE MAKING AND KEEPING FRIENDS

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Review the process of making and keeping friends.

LEVEL: 2

MATERIALS NEEDED: White art paper or colored construction paper, magazines, glue, scissors

PROCEDURE:
1. Have students look for pictures of people doing things that friends do or that will help them to make or keep friends.
2. Have students cut out pictures and glue them to their paper.
3. When finished, have students tell about their pictures.

COMMENTS: Pictures could be placed around room to remind students of things to do to make friends.

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students made collages of people making friends or keeping friends and then discussed their creations.

RESOURCES: Communicating To Make Friends. (Activity Book).

CONCEPT: LEARNING 1.2

TITLE: STRENGTH BADGES

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify one's own strengths.

LEVEL: 2

MATERIALS NEEDED: Colorful paper, crayons, scissors, safety pins

PROCEDURE:

1. Have students discuss things they like to do at home or school while playing.
2. Have students draw a favorite thing that they like to do.
3. Have students cut out drawing in the shape of a badge to wear the rest of the day.
4. Students can share their badges during a classroom discussion on "things I like to do".

COMMENTS:

1. Badges could be pre-cut to a desired shape and size.
2. As strengths are identified, students may come to appreciate themselves more.

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.

EVALUATION: Students drew a picture of something they like to do, cut their picture in the shape suitable for a badge and wore the badge that day. Students described their badges to the class.

RESOURCES: Attitudes and Values Reproducible Activities. "I Am Special". (Activity Book).
Morrison, Kenneth and Marcia Thompson. Feeling Good About Me--For Elementary School Facilitators. (Activity Book).

CONCEPT: LEARNING 1.2

TITLE: IDENTIFYING SELF THROUGH ROLES

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Describe characteristics of self.

LEVEL: 2

MATERIALS NEEDED: Tag board or construction paper, magazines, scissors, paste

PROCEDURE:

1. Have the students select and cut out pictures which they feel are representative of the person they are. (Pictures do not have to be limited to people in action, but could also be objects they like; examples - football, kinds of food, people swimming, people on picnics.)
2. Have each student then paste these pictures on a piece of tag board forming a "self" collage.
3. Discuss the collages and the roles portrayed by them.

COMMENTS:

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students constructed a collage which represents the person they are and discussed their project.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: LEARNING 1.2

TITLE: SECRET FRIENDS

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Demonstrate interaction among friends.

LEVEL: 2

MATERIALS NEEDED: Slips of paper with a child's name on each one

PROCEDURE:

1. Write the name of each student in the class on a small slip of paper and place in a hat or other container.
2. Have each student draw from the hat the name of another student in the room. During the next week, they will be this person's secret friend.
3. Instruct students to do special friendship things for their secret friend during the next week but not to tell anyone who their secret friend is.
4. At the end of the one week period, have students take turns identifying who they think was their "secret friend" and tell what behavior led them to think this.
5. Have students discuss how it felt to be treated special and how it felt to do something special for someone else.
6. Have students discuss how they can continue to be nice to people.

COMMENTS:

1. Students should not give their "secret friends" gifts such as gum, candy, toys. They should be encouraged to treat their "secret friends" special by doing nice little things for them. (Don't encourage "buying friends" with gifts. The idea of this exercise is to develop thoughtfulness in making and keeping friends.)
2. Stress that all the names should be kept secret.

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students selected at random each others' names in the class to be a secret friend for a week. After one week, the students guessed who their secret friend was and discussed the experience.

RESOURCES: Parables From Nature. "Chuckie the Chipmunk". (Filmstrips).

CONCEPT: LEARNING 1.3

TITLE: DIFFERENT KINDS OF DIFFERENCE

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Recognize and accept individuality in self and others.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:
1. Have students line up on one side of the room.
2. Tell each student to cross the room, but each of them must go across showing a different way of getting there.
3. Remind them to use a different way of getting there that is all their own.
4. Have each student cross, one at a time. They may hop, jump, skip, etc.
5. Discuss the idea that different solutions are not necessarily wrong solutions. Stress that being different does not mean something or someone is either bad or good - just different.
6. Discuss with students how it feels to be a little different. Is it okay to be different? Is it okay for others to be different?
7. Have students repeat the exercise and discuss what happens the next time.

COMMENTS: Activity could be done in other ways also (Ex. Have students walk backward at recess or to lunch. Discuss how they felt and what they thought others felt.).

NATIONAL GUIDELINES:
- II.2: Describe how all persons need to belong and to be accepted by others.
- II.3: Identify how people are unique as individuals.

EVALUATION: Students explored individuality in themselves and others by doing exercises dealing with doing things in different ways. Students then discussed the results.

RESOURCES: Communicating To Make Friends. (Activity Book).

CONCEPT: LEARNING 1.3

TITLE: SKILLS AND VALUES

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Identify learning skills that help individuals to have an understanding of themselves and their needs.

LEVEL: 2

MATERIALS NEEDED: Chart paper, construction paper, markers, crayons

PROCEDURE:

1. Discuss the importance of learning skills and their value in achieving individual goals.
2. Name learning skills that are important in achieving certain goals (Ex. reading, spelling, personal interaction).
3. Have students examine different senses (sight, hearing, smell, taste, touch) that help them learn.
4. Pantomime an activity that the student does at home. After each pantomime, have the other class members guess what was done and identify a skill used.

COMMENTS:

NATIONAL GUIDELINES:

IV.1: Describe ways that academic skills are used in the home and community and their importance in career development.

IV.2: Identify personal strengths and weaknesses in academic areas.

EVALUATION: Students examined skills important to achieving goals. Students role-played an activity they do at home and then guessed what each other was doing.

RESOURCES: Learning To Think and Choose. (Activity Book).
Parables From Nature. The Busy Bee". (Filmstrips).

CONCEPT: LEARNING 1.3

TITLE: COOPERATION

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Recognize how cooperation helps build friendships.

LEVEL: 2

MATERIALS NEEDED: Freddie and Freda (Pg. 94a), cardboard shape of boat, 2 large cardboard rocks, 5 puppets, chalkboard, chalk

PROCEDURE:

1. Write the word COOPERATION on the chalkboard.
2. Ask: "Who knows what the word is?" and "Who knows what it means?"
3. Read the story on Pg. 94a and have students act it out using puppets to act out the parts: Freddie, Freda, Captain Cocoa, First Mate Ting-A-Ling and Second Mate Ginger.
4. Have students discuss the following:
   What lesson did you learn?
   What does cooperation mean to you?
   What are your experiences with cooperation?
   Do you know someone who is very cooperative?
   Do you Know someone who is not so cooperative?
   How can we help people become more cooperative?
   How are you rewarded for cooperating?
   (Ex. daily, report cards, etc.)
   How does it feel to give cooperation?
   To receive cooperation?
5. Summarize with students how it takes team work, COOPERATION, to go places. That's the way it is in our classroom - all classmates and the teacher - and we will have a successful year, and really go places!

COMMENTS:

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students discussed the meaning of cooperation and portrayed a story about cooperation using puppets.

RESOURCES: Self-Concept Series. "Cooperating". (Activity Book).
Communicating To Make Friends. (Activity Book).
Join. (Games).

DIRECTIONS: Read the following story having students use puppets to act out the story. You will need a cardboard shape of a boat, 2 large cardboard rocks and 5 puppets: Freddie, Freda, Captain Cocoa, First Mate Ting-A-Ling, and Second Mate Ginger. Then discuss the importance of cooperation (teamwork) in accomplishing a task.

FREDDIE AND FREDA

Freddie and Freda decided to go on a boat ride. They entered the boat but could not budge, because they hit upon rocks. Freddie got out and tried to shove the boat but with no success. He returned to the boat and told the captain. Captain Cocoa ordered the First Mate Ting-A-Ling to push. When the First Mate failed to move the boat, the Captain ordered the Second Mate, Ginger, to get out and push the boat. She also failed. Then the Captain got out and tried to push the boat, but failed to do so. So, Freda suggested that they all get out and push. With COOPERATION, the boat was pushed off the rocks, and they all happily drifted away.

What lesson did you learn?
What does cooperation mean to you?
What are your experiences with cooperation?
Do you know someone who is very cooperative?
Do you know someone who is not so cooperative?
How can we help people become more cooperative?
How are you rewarded for cooperating?
How does it feel to give cooperation?
To receive cooperation?

CONCEPT: LEARNING 1.4

TITLE: BRAINSTORMING IDEAS

GOAL: Learn about problem-solving skills.

OBJECTIVE: Practice brainstorming to generate alternatives as a part of problem solving.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:

1. Present brainstorming guidelines to students.
    - A. Try for many ideas.
    - B. Use the ideas of others.
    - C. Let the ideas be wild.
    - D. Do not judge the ideas of others.
2. Have students form groups. Have one student volunteer to be the recorder of the group.
3. Let students select one of the following topics and allow students five minutes to brainstorm their topic.
   Example topics:
    - A. Ways to make our school more beautiful.
    - B. Ways to make the playground more fun.
    - C. Ways to make new friends.
    - D. Ways to use a plastic glass.
    - E. Ways to use a bathtub.
    - F. Ways to make Halloween more scary.
    - G. Students may suggest some other ideas to brainstorm.
4. Have each group share their list of ideas for their topic.
5. Have students discuss the activity. (What do we gain from brainstorming?)

COMMENTS:

NATIONAL GUIDELINES:

IX.4: Clarify personal beliefs and attitudes and explain how they affect decision making.

EVALUATION: Students practiced brainstorming, listed the outcomes of this activity and discussed the value of brainstorming.

RESOURCES: Self-Concept Series. "Cooperating". (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: CLASSROOM BEHAVIOR

GOAL: Learn about problem-solving skills.

OBJECTIVE: Distinguish between "good" classroom behavior and "poor" classroom behavior.

LEVEL: 2

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students form small groups.
2. Have students brainstorm "good" and "poor" classroom behavior (Ex. Coming to class on time, paying attention, chewing gum, etc.).
3. Have students describe the consequences of good and poor behavior and list on the board. (consequences should emphasize the benefits or hindrances to individuals, not discipline imposed upon them by authority figures)
4. Have students discuss their findings.

COMMENTS: Behaviors may be role played by students.

NATIONAL GUIDELINES:
III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students identified good and poor classroom behaviors and their consequences. Students discussed their ideas.

RESOURCES: Berry, Joy Wilt. The Survival Series for Kids, What To Do When Your Mom Or Dad Says: Be Good. (Book Series).

CONCEPT: LEARNING 1.4

TITLE: HOW DID PEOPLE IN THE PAST USE ENERGY?

GOAL: Learn about problem-solving skills.

OBJECTIVE: Examine life before different types of energy was created.

LEVEL: 2

MATERIALS NEEDED: Candles, matches, container of ice

PROCEDURE:

1. Using candles and unshaded windows as the source of light, explain to the class that in the past people produced many of the kinds of products we enjoy today but they were not produced using electrical energy.
2. Talk with the class about living standards one hundred years ago.
3. Have students discuss forms and uses of energy from the past and the present (Ex. Heating, transportation, food storage and preparation, lighting, etc.)
4. Discuss how the changes in living standards in the last 100 years have affected life roles of people both in the home and in the workplace.

COMMENTS:

NATIONAL GUIDELINES:
XI.3: Describe the changing life roles of men and women in work and family.

EVALUATION: Students examined and discussed uses of energy from the past and present and how it affects careers and lifestyles.

RESOURCES: Science Activity Packs. "Energy". (Activity Book).
School science teacher

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: WHO IS IN A FAMILY?

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: List the different members of the family structure.

LEVEL: 2

MATERIALS NEEDED: Drawing paper, crayons, cardboard, optional handout: "Individual Contributions" (pg. 98a)

PROCEDURE:

1. Have students draw a picture of the members of their household.
2. Have students label the people in their pictures.
3. Ask students to share their family pictures with the class.

COMMENTS:

1. Students may explain how family members are unique.
2. Handout "Individual Contributions" may be used with this exercise and discussed by students.

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.

EVALUATION: Students created a picture of their family members and shared them with each other.

RESOURCES: Attitudes and Values Reproducible Activities. "I Am Special". (Reproducible Book).

INDIVIDUAL CONTRIBUTIONS

Write the name of an immediate family member or relative after each situation that best describes that person. (You can use the name of a person more than once.)

1. The person with whom you most enjoy going to a movie.

   ____

2. The person who you would ask to take care of your favorite pet.

   ____

3. The person with whom you would like to be stranded on a desert island.

   ____

4. The person who you like to take care of you when you're sick.

   ____

5. The person with whom you would like to go camping.

   ____

6. The person to whom you would go when you're feeling discouraged.

   ____

7. The person to whom you would go when you're in trouble.

   ____

8. The person to whom you would go when you need advice.

   ____

9. The person with whom you would share a secret.

   ____

10. The person who is presently in most need of your support and encouragement.

    ____

11. Who does the work on the lawn and the outside of the house?

    ____

12. Who cleans, washes, and takes care of the car?

    ____

13. Who takes care of the babies and small children in your family?

    ____

14. Who takes care of your family's pet?

    ____

15. Who takes care of the garbage/trash?

    ____

16. Who prepares the food that your family eats?

____

17. Who organizes and cleans the place where your family lives?

____

18. Who washes and dries the clothes that your family wears?

____

19. Who repairs the things that break or stop working?

____

20. What are some of your responsibilities? What are some of the jobs you do to help your family?

____

____

21. Do you remember to appreciate and say thank-you to the other people in your family who are doing things to help out?

Yes No

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: HOW ARE FAMILY MEMBERS RELATED?

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Identify how family members are related.

LEVEL: 2

MATERIALS NEEDED: Chalkboard or poster board, markers

PROCEDURE:

1. Discuss with class the different ways in which people are related as family. (Ex. ancestry, marriage, adoption, etc.)
2. Have students name possible relationships in a family. (Ex. mother, daughter, uncle, grandfather, son-in-law)
3. Write the relationship on the board or poster.
4. Have students discuss interactions within the family and give examples of respect and understanding.

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students discussed possible relationships in families. Students discussed respect and understanding in families.

RESOURCES: Parables From Nature. "Bootsie The Lamb". (Filmstrips). Jasinek, Doris and Pamela Bell Ryan. A Family Is A Circle Of People Who Love You.

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: STAGE A HAPPENING

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Dramatize how others feel.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:

1. Plan with a couple of students a situation they can spontaneously fake in the classroom. The resulting behavior should be "attention-getting". (Ex. calling each other names, hitting someone, offering candy to someone)
2. Have students discuss what kind of feelings occur from the acting-role playing and if they have had similar experiences.
3. Discuss how situations could be changed so that behavior would be different.

COMMENTS: Students could act out more situations and discuss feelings and outcomes. This exercise could be used with something that may be happening in class. This exercise could also be used in conjunction with teaching acting skills.

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.
II.5: Demonstrate skills in resolving conflicts with peers and adults.

EVALUATION: Students discussed feelings that occurred from a set-up role play in class.

RESOURCES: Can of Squirms. (Games).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: HERE AND NOW HAPPENINGS

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Assess feelings and emotional situations.

LEVEL: 2

MATERIALS NEEDED: Writing paper, pencils, poster-sized rainbow

PROCEDURE:
1. Have students list classroom situations that occur.
2. Select situations which evoke a variety of behaviors and feelings, including those which present problem circumstances as well as those presenting pleasant circumstances.
3. Discuss kinds of feelings provoked by different situations.

COMMENTS: Have the students brainstorm the different emotions they are aware of and place them on a poster-sized rainbow. Feelings could be put on little clouds and adhered to the rainbow. Could use Quest's idea of the Rainbow of Feelings, where the students brainstorm the different emotions they are aware of and place them on a poster-sized rainbow could be used. Then students may discuss situations that evoke these feelings.

NATIONAL GUIDELINES:
I.1: Verbalize both positive and negative feelings.

EVALUATION: Students examined and discussed classroom situations and feelings associated with these situations.

RESOURCES: Quest from Chronicle Guidance Publishers. (Assessment Instruments).
Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.
Learning To Cope. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: ROLE PLAYING

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Appraise situations which have resulted in varied emotions.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:

1. Have students identify some situations they have experienced that created different kinds of emotions in their lives. (See activity "Here and Now Happenings" on previous page).
2. Have students role play some of these situations in which they have caused someone else to feel a certain way (happy, sad, mad, lonely).
3. Have students discuss the role playing experiences. How did they feel when they played the role of someone else? How did they feel when they reacted to a situation? Did new ways of resolving conflicts come out in the role play?

COMMENTS: Sample situations may include arguing with a sibling or being scolded at school for playground behavior.

NATIONAL GUIDELINES:

III.5: Demonstrate ways of dealing with reactions of others under stress and conflict.

EVALUATION: Students role-played situations which cause various feelings, discussed the outcomes and what it is like to pretend to be someone else.

RESOURCES: Can of Squirms. (Games).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: WHAT IS A FAMILY?

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Define "family".

LEVEL: 2

MATERIALS NEEDED: Chalkboard and chalk or newsprint and felt pen

PROCEDURE:

1. Print the word FAMILY at the top of the blackboard or poster board.
2. Have students brainstorm words or ideas that the word FAMILY means to them and write them on the board.
3. Have students develop a definition for "family" and display on a poster board with the words and ideas they have brainstormed.

COMMENTS:

1. Different types of families, include for example:
    - A. Traditional Family
    - B. Single Parent
    - C. Foster Parent
    - D. Step Parent
    - E. Blended Family

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.
II.3: Identify how people are unique as individuals.

EVALUATION: Students explored ideas that make up a definition of family. Students put their ideas on posterboard to use for reference in discussion.

RESOURCES: Jasinek, Doris and Pamela Bell Ryan. A Family Is A Circle Of People Who Love You.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: THE WAY I FEEL

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify situations that cause certain feelings.

LEVEL: 2

MATERIALS NEEDED: Drawing paper, crayons

PROCEDURE:

1. Divide class into small groups. Assign each group two feelings. Each group will then think of situations that for them equal those feelings and write them down.
   Ex.- Me + birthday present = surprise
   - Me + fell down and skinned my knee = hurt
2. Have students discuss how they can relate to the feelings they have listed.
3. Have students discuss how they have reacted to or handled these situations.

COMMENTS: Allow time for each student to respond.

NATIONAL GUIDELINES:
III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students identified situations dealing with feelings they have experienced and discussed how they reacted to them.

RESOURCES: Attitudes and Values Reproducible Activities. "My Special Feelings"; "Dealing With Feelings". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: PANTOMIME

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Recognize feelings.

LEVEL: 2

MATERIALS NEEDED: Pantomime situations on slips of paper, pen, hat or other container

PROCEDURE:

1. Have slips ready with pantomiming activities written on them (could use previous activity for pantomime, "The Way I Feel").
2. Tell students that they are going to have a chance to show everyone else how they would respond to a feeling caused by a specific situation.
3. Have a student draw a slip, read it to themselves and act out the feeling.
4. Have students guess what the situation and feeling are.

COMMENTS:

1. This activity could be made into a game. Teams could take turns guessing situations.
2. Suggested situations noted on slips include:
   - A. The student responding to news that his lunch money was stolen.
   - B. The student responding to news that another baby is expected in the family.

NATIONAL GUIDELINES:

III.2: Identify ways to express and deal with feelings.
III.4: Identify and select appropriate behaviors to specific emotional situations.

EVALUATION: Students role-played situations caused by certain feelings.

RESOURCES: Can of Squirms. (Games).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: EXPERIENCE CHART

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Discuss the importance of physical maturity related to accomplishments.

LEVEL: 2

MATERIALS NEEDED: Poster board and marker

PROCEDURE:

1. Have students name tasks that students learn as they grow and make a list.
2. Put tasks on large chart. Discuss and mark those they have learned to do well.
3. Could be put upon bulletin board titled "Things we've learned to do well since we were born".
4. Examples of tasks that might be listed:
   - A. Walk
   - B. Eat alone
   - C. Talk
   - D. Skip
   - E. Dress self
   - F. Tie shoes
   - G. Whistle
   - H. Cross street alone
   - I. Ride tricycle
   - J. Write
   - K. Read
5. Discussion questions:
   - A. What are some things you couldn't do when you were one year old that you can do by yourself now.
   - B. What are some things you can't do well by yourself now that you will be able to do in future years?
   - C. What can you do that you could teach someone else?

COMMENTS: Could make individual charts for each student to be marked and put in a booklet about themselves.

NATIONAL GUIDELINES:
II.1: Make positive statements about self and others.

EVALUATION: Students identified tasks they have learned well while growing up. Students discussed their findings.

RESOURCES: Attitudes and Values Spirit Masters. "Me, Myself and I". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: WHERE IN THE WORLD ARE WE?

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Examining our culture and other cultures.

LEVEL: 2

MATERIALS NEEDED: Magazines, newspapers, posterboards or butcher paper, glue, scissors

PROCEDURE:

1. Have students discuss facts they know about their world, continent, country, state and community.
2. Title a large piece of posterboard or butcher paper "Where In The World Are We?".
3. Have students cut out magazine or newspaper (local and state) pictures and make a mural. (Pictures should be anything that touches their world. Ex. People, animals, foods, cars, churches, sports, school, etc.)

COMMENTS: Other countries or cultures could be explored using the same activity.

NATIONAL GUIDELINES:

II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students discussed their knowledge of the world, continent, country, state and community. Students designed a mural depicting items that effect their life.

RESOURCES: Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: THE INTERVIEW

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Examine and illustrate characteristics, interests and abilities of others.

LEVEL: 2

MATERIALS NEEDED: Drawing paper, crayons, markers

PROCEDURE:

1. Have the class form into groups of two.
2. Tell them that each person will be interviewing the other (like they do on television). This interview is to find out all about the other person.
3. Have students find the following information: (Ex. Family, pets, favorite foods, favorite games, favorite thing to do in school, favorite TV show, etc.)
4. When students are finished, have them make a picture of their person and what they found out about them. They can incorporate what they found out about the person into their picture.
5. Have students show their pictures and tell about the person they interviewed.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
II.1: Make positive statements about self and others.
II.3: Identify how people are unique as individuals.

EVALUATION: Students formed groups of two and interviewed each other about their personal characteristics. Students drew pictures of each other depicting these characteristics and presented the pictures to the class.

RESOURCES: Games Children Should Play. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: DIFFERENT KINDS OF PEOPLE

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Examine differences in people, work and leisure.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:
1. Show students different pictures of groups of people.
2. Have them tell the differences in people in the pictures. Ex. Tall, short, different races
3. Show pictures of different types of workers and people involved in leisure.
4. Have students draw a picture of the type of work they would like to do. Have students display their work and explain the type of leisure they would like to do as that worker.

COMMENTS:

NATIONAL GUIDELINES:
- I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
- II.3: Identify how people are unique as individuals.

EVALUATION: Students identified characteristics of people and types of work and leisure activities from pictures. Students illustrated what type of work and leisure activities they would like to do.

RESOURCES: Lee, Nancy and Linda Oldman. Hands On Heritage.

CONCEPT: CAREER 1.2

TITLE: IDENTIFYING ROLES

GOAL: Learn about changing male/female roles.

OBJECTIVE: Illustrate the differences in role identity.

LEVEL: 2

MATERIALS NEEDED: Poster board, scissors, paste, pictures, chalkboard, chalk

PROCEDURE:

1. Have students name different types of occupations and list them on the chalkboard.
2. Divide the class into small groups.
3. Have each group will make a collage of a particular role. (Ex. Parents, Construction workers, Teachers)
4. Have students find representative pictures in a magazine to make a collage.
5. Paste pictures on the poster board in their group.
6. Discuss the differences and similarities in roles portrayed in the collages.

COMMENTS: Vocabulary used in the occupation could be written on collage also (Ex. tools used, place of work, terms used by people in the occupation).

NATIONAL GUIDELINES:

X.1: Describe the various roles an individual experiences (e.g., friend, student, worker, family member, etc.,).

EVALUATION: Students created collages of particular roles and discussed similarities and differences in those roles.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

CONCEPT: CAREER 1.2

TITLE: ABC'S OF CAREERS

GOAL: Learn about changing male/female roles.

OBJECTIVE: Identify a variety of jobs that men and women can do.

LEVEL: 2

MATERIALS NEEDED: Pencil or pen, "Occupational Alphabet" worksheet

PROCEDURE:

1. Prepare a worksheet by placing the letters of the alphabet on the left side of the paper.
2. Give each student a worksheet and have them write an occupation that begins with each letter. (Ex. "A" can stand for Artist)
3. When the worksheets are complete, the instructor will go through the letters with the students and discuss the possibility of men and women interchanging certain occupations.

COMMENTS: Instructor may have to provide career suggestions for harder letters, such as Welder for "W".

NATIONAL GUIDELINES:

XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

EVALUATION: Students developed a list of occupations using the letters of the alphabet. Students discussed the work roles of men and women for each occupation on their list.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

CONCEPT: CAREER 1.2

TITLE: WHOSE JOB IS IT?

GOAL: Learn about changing male/female roles.

OBJECTIVE: Examine male and female careers and how they change.

LEVEL: 2

MATERIALS NEEDED: Drawing paper, crayons, markers, chalkboard, chalk

PROCEDURE:

1. Divide the chalkboard into three sections: "MEN", "WOMEN" and "BOTH MEN AND WOMEN".
2. Have students brainstorm as many careers possible and have them decide if they should go under the title of "MEN", "WOMEN" or "BOTH MEN AND WOMEN". (Careers can be taken from community, family, television, etc.)
3. Ask the students if these careers were available fifty years ago. Ask them if they were performed by men or women.
4. Have students pick out an occupation they are interested in and draw the person in the work setting.

COMMENTS:

NATIONAL GUIDELINES:

V.1: Identify and discuss different types of work, both paid and unpaid.
XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
XI.3: Describe the changing life roles of men and women in work and family.

EVALUATION: Students developed a list of occupations under the headings: men, women and both men and women. These occupations were discussed and compared to these careers fifty years ago.

RESOURCES: Career Activity Books "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.3

TITLE: WHAT WE DO

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Assemble pictures of situations into categories of work, play, helping, and listening.

LEVEL: 2

MATERIALS NEEDED: Magazine pictures, photographs, poster board

PROCEDURE:

1. Present a variety of pictures in which children are depicted engaged in different activities.
2. Discuss the pictures with the group focusing the discussion on what the children are doing in each situation.
3. Have the students divide the pictures into the following categories: working, playing, helping, listening, talking, watching, and thinking.
4. Have students cut out pictures for specific categories and paste to poster board. Have titles written on poster board.
5. Ask students to relate what occupation might use the activity portrayed in each of the pictures.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
II.3: Identify how people are unique as individuals.

EVALUATION: Students identified activities that children are doing in pictures and related them to career activities. Students cut out pictures of specific activities, placed them on poster board and titled them.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Reproducible Book).

CONCEPT: CAREER 1.3

TITLE: WHO WE ARE INVENTORY

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Increase student's awareness of and appreciation for self and others.

LEVEL: 2

MATERIALS NEEDED: "Who Are We" List (p 117a)

PROCEDURE:

1. The teacher or counselor reads the "Who Are We" list on the next page (p 117a) or a modified one to the class.
2. After each statement have students raise their hands if the statement applies to them. They may, of course pass on any question, but they should be encouraged to take a risk, raise their hands and see who else in the class does the same. The leader can set the tone by also responding.
3. Have students discuss what they learned about each other as a result of this exercise.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.
II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students identified characteristics of themselves.

RESOURCES: Attitudes and Values Reproducible Activities. "I Am Special". (Activity Book).
Attitudes and Values Spirit Masters. "Me, Myself and I". (Activity Book).

"WHO ARE WE" LIST:

1. I like candy with nuts.
2. I like to stay up late.
3. I have flown in a plane.
4. I have been on a farm.
5. I have been on a city bus.
6. I have a pet.
7. I like tangerines.
8. I can climb a tree.
9. I can roller-skate.
10. I have my own room.
11. I go to church on Sundays.
12. I like television.
13. I wish I were older.
14. I wish I could fly.
15. I have nightmares sometimes.
16. I am afraid of shadows.
17. I am afraid of bugs.
18. I have been to camp.
19. I have seen the ocean.
20. I have been to a different state.
21. I am the oldest child in my family.
22. I am the youngest child in my family.
23. I am the middle child in my family.
24. My grandmother or grandfather lives with me.
25. I like the winter.
26. I like to go berry-picking.
27. I have played in the snow.
28. I once won a medal.
29. I have a secret hiding place.
30. I choose my own clothes.
31. I have been on a team.
32. I have broken a bone.
33. I have had an operation.
34. I have a great grandparent.
35. I make my own breakfast.
36. I know how to swim.
37. I have caught a fish.
38. I like pizza.
39. I like spinach.
40. I make models.
41. I like to paint.
42. I like to jump in fallen leaves.
43. I like McDonald's hamburgers better than my mother's.
44. I can ride a 2-wheeler with no hands.
45. I watch cartoons on Saturday mornings.
46. I get an allowance for doing chores.

CONCEPT: CAREER 1.3

TITLE: I CAN DO THAT

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Identify capabilities and strengths that are necessary for future jobs.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:

1. Have each student select a job they are interested in.
2. Ask students to discuss the individual capabilities a person must have to be employed in the jobs the students select.
3. Have students identify their interests and capabilities and match these with the occupations they have selected.
4. Invite a resource person to visit the classroom to discuss with the students the capabilities or skills required for their occupation.

COMMENTS:

NATIONAL GUIDELINES:

IV.3: Identify academic skills needed in several interest and career areas.
IV.4: Describe relationships among ability, effort and achievement.

EVALUATION: Students selected jobs they are interested in and discussed capabilities necessary to be employed in the careers they chose.

RESOURCES: Career Activity Books. "Careers and Me". (Activity Book).

CONCEPT: CAREER 1.3

TITLE: INSIDE/OUTSIDE

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Examine careers that require a person to be inside/outside most of the time.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:

Many careers can be divided into two groups, those that take place primarily inside or those that take place primarily outside.

1. Write Inside and Outside on the chalkboard.
2. Have students name some jobs that people do: Inside and Outside and place under appropriate heading on chalkboard. [Ex. Robot Designer (I), Beekeeper(O), Truck Driver(O), Restaurant Owner(I), Doctors(I), Ranger(O)]
3. Ask students which they prefer, being inside or outside.

Inside/Outside

4. Make up 2 teams consisting of 5 players each to play Inside/Outside. One team represents outside workers and the other inside workers.
5. The game begins by the Outside team player naming a career that requires a worker to be outside most of the time. Then the Inside team must name a career that requires a worker to be inside most of the time. Each team takes its turn. If a team member can't think of a career, they must sit down and another student takes their place. Let all students play - keep the groups small. Have a championship.

COMMENTS: The blackboard should be erased before starting the game or the game could be played first and the workers placed on the board as they are called out.

NATIONAL GUIDELINES:

VI.2: Identify occupations that can be classified according to people, things and ideas.

EVALUATION: Students identified careers that take place either indoor or outdoor. Students played a game in which they identified inside and outside careers.

RESOURCES: Eddy, Arlene and Vera Gierman. Careers: A Handbook of Elementary Classroom Ideas To Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.4

TITLE: WHY DO PEOPLE WORK?

GOAL: Learn about what it means to work.

OBJECTIVE: Identify different reasons why people work.

LEVEL: 2

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students give some reasons that they think people work. Record these on the chalkboard.
2. Teacher explains why teaching is satisfying and how this occupation helps society.
3. Have students discuss other occupations regarding how they might be satisfying to the individuals employed in them and how that occupation helps society. (Ex. Policeman, doctor, nurse, etc.)

COMMENTS:

NATIONAL GUIDELINES:

VIII.1: Describe how careers can satisfy personal needs.
VIII.2: Describe the relationship between the needs of occupations and those of society.

EVALUATION: Students discussed reasons why people work and how occupations benefit society.

RESOURCES: Eddy, Arlene and Vera Gierman. Careers: A Handbook of Elementary Classroom Ideas To Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.4

TITLE: COOPERATION

GOAL: Learn about what it means to work.

OBJECTIVE: Discuss the importance of cooperation in team efforts.

LEVEL: 2

MATERIALS NEEDED:

PROCEDURE:
1. Have class members participate in a relay race on the playground or in the gym.
2. Discuss the activity with the class later in the classroom.
3. Talk about the significance of each member of the different teams and how important each person's participation was in order to obtain a successful outcome. Total team effort depends on individual efforts exerted.
4. Have students discuss how cooperation is an essential component of teamwork.

COMMENTS: This is also a good place to discuss good sportsmanship.

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students participated in a relay race. Students discussed the importance of each member's participation and cooperation to be successful.

RESOURCES: Join. (Games).
Self-Concept Series. "Cooperating". (Activity Book).

CONCEPT: CAREER 1.4

TITLE: WHAT HAPPENS IN A CLASSROOM?

GOAL: Learn about what it means to work.

OBJECTIVE: Describe the duties for students and teachers in the classroom.

LEVEL: 2

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students name jobs performed in the classroom. Record these on the chalkboard.
2. Have students identify whether the jobs performed in the classroom are student tasks, teacher tasks or are tasks of another worker in the school.
3. Discuss how school tasks that are being performed now will build skills that will be needed for future success.

COMMENTS:

NATIONAL GUIDELINES:

IV.6: Describe school tasks that are similar to skills essential for success in a career.
V.3: Acquire effective study and information-seeking habits.
V.4: Demonstrate an understanding of the importance of practice, effort and learning.

EVALUATION: Students discussed roles that take place in the classroom and how these will prepare them for future success.

RESOURCES: Career Activity Books. "Careers and Me". (Activity Book). Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 3

Activity Page

Learning 1.1
Classroom Behavior 123
How Do We Use Energy? (Heat, Lights, Etc.) 124
Creating A Home And A School 125
A Look At Our Home And Our School. 126

Learning 1.2
Worry-Bird 127
How Do You Make Others Feel? 128
"I" Can. 129

Learning 1.3
Capabilities And Limitations 130
Being Afraid 131
Friendship 132

Learning 1.4
Role Play Feelings 133
Behavior Has A Purpose 134
Behavioral Reactions 135

Personal/Social 1.1
ABC's Of Feelings. 136
Tell Us Who You Are. 137
Sharing And Caring 138

Personal/Social 1.2
A Look At The "Future" 139
Patterns 140
What Happens In A Community? 141

Personal/Social 1.3
How I Grow And Change. 142
What Is Growth?. 143
Fear Of The Unknown. 144

Personal/Social 1.4
Looking At Cultures. 145
Can You Predict The Future?. 146
Future Careers And Lifestyles. 147

Career 1.1
Me...On The Job. 148
Work Role Identification 149
Community Career Sites 150
Leisure Time Activities And Roles. 151

Career 1.2
A Look At Our Community. 152
Changing Male/Female Roles 153
They Should Be 154

Career 1.3
Skills For Success 155
Career Development Record-Update 156
Exploring Occupations. 157

Career 1.4
What Is Work?. 158
Good And Poor Working Habits 159
Who...?. 160

CONCEPT: LEARNING 1.1

TITLE: CLASSROOM BEHAVIOR

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Distinguish between good and poor classroom behavior and the resulting consequences.

LEVEL: 3

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Divide the chalkboard into two sections, one titled "GOOD BEHAVIOR" and the other "POOR BEHAVIOR".
2. Have students brainstorm behaviors and have them decide in which category the behaviors belong. (Ex. talking in class, chewing gum, working at a project).
3. Have students discuss consequences that go with the behaviors listed.
4. Form small groups and have each group pick one good and one poor behavior. Have them role play the behavior and the resulting consequences. (Make sure each student is able to participate.)
5. Have students discuss the role playing:
   - A. What behavior did they observe?
   - B. Could it have been different?
   - C. How do you react to other people's behavior?

COMMENTS:

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.

I.4: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students compiled a list of behaviors and their consequences and categorized them into good and poor behaviors. Students role played various behaviors and discussed options.

RESOURCES: Berry, Joy Wilt. *The Survival Series for Kids: What To Do When Your Mom Or Dad Says...* "Be Good"; "Get Good Grades". (Book Series).

CONCEPT: LEARNING 1.1

TITLE: HOW DO WE USE ENERGY? (HEAT, LIGHTS, ETC.)

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Compare the importance of "energy" from past to present.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:

1. Before the students arrive eliminate the use of energy within the classroom as much as possible.
2. Talk with the class about the differences in the classroom. How is the classroom different without the use of "energy"?
3. Have students identify current benefits of energy compared to past usages of energy. (Ex. Heating, cooling, food, jobs, schools).
4. Have students identify some workers who work in occupations that provide us the energy we use.

COMMENTS: May use a kerosene lamp.

NATIONAL GUIDELINES:

VIII.2: Describe the contributions of major industries, products and services available in the local community.

EVALUATION: Students discussed how the classroom would be different without the use of energy as well as the benefits of energy to consumers and to workers.

RESOURCES: Science Activity Pack. "Energy". (Activity Book).
School Science Teacher

CONCEPT: LEARNING 1.1

TITLE: CREATING A HOME AND A SCHOOL

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Design an ideal home and school.

LEVEL: 3

MATERIALS NEEDED: Drawing paper, markers, crayons, pencils

PROCEDURE:

1. Have students draw pictures of what they would consider to be an ideal place to live (and go to school).
2. Ask students to describe their pictures to the class.
    - A. Where is their home located? in NE or in another state?
    - B. What kind of energy does their home & school use?
    - C. What kind of appliances and equipment are in your home?
    - D. Describe the school building and the equipment used in the school
3. After describing their home and school ahd how it is equipped, have students describe how activities will be changed as a result.
    - A. Work activities at home
    - B. Leisure activities at home
    - C. How will school work activities be different?
    - D. Will play activities at school be different?

COMMENTS:

NATIONAL GUIDELINES:

X.2: Describe work-related activities necessary in the home, community and school.

EVALUATION: Students created and discussed pictures of their idea of the ideal home and school and described how activities at work and play would be different.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: LEARNING 1.1

TITLE: A LOOK AT OUR HOME AND OUR SCHOOL

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Examine homes and school.

LEVEL: 3

MATERIALS NEEDED: Markers, crayons, drawing paper

PROCEDURE:

1. Explain to the class that everyone is going to share a glimpse of their family's house with each other by drawing models of their house as realistically as possible.
2. Have students discuss the finished products with the class.
3. Ask students to describe their favorite room and tell why this room is their favorite.
4. Have students do the same procedure for their school.

COMMENTS: Activity could be done as one project or as two separate projects (school and home).

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students illustrated and discussed pictures of their home, school, and favorite room.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: LEARNING 1.2

TITLE: WORRY-BIRD

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Examine what worrying is, (the causes, feelings, and ways of dealing with worry.)

LEVEL: 3

MATERIALS NEEDED: Small rock, movable eyes, construction paper, feathers

PROCEDURE:

1. Have students give descriptions or examples of what worrying is to them. Write ideas on the chalkboard.
2. Ask students to identify some causes of worrying.
3. Discuss some feelings that may occur from worrying.
4. Then discuss what can be done to relieve feelings that are caused by worrying.
5. Have students design their own worry bird using the materials listed (Make worry bird from rock).

COMMENTS: "Worry Birds" could be displayed in the classroom.

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students defined worrying, described some effects of worrying and identified some ways of dealing with worrying.

RESOURCES: Learning To Cope. (Filmstrips).

CONCEPT: LEARNING 1.2

TITLE: HOW DO YOU MAKE OTHERS FEEL?

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Express the effect individuals have on each other.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:
1. Divide class into small groups.
2. Talk with group about ways they make others feel.
   Examples: Being made fun of
   Being chosen by the teacher
   Called down by the principal, etc.
3. During the conversations, in small groups, encourage students to describe the effect they have on each other by the things they say and the way they act toward others.
4. Make sure each student has the opportunity to participate in the group.

COMMENTS: Ask students to use "I" messages as they discuss this concept as a check for understanding.

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students discussed the effects their comments and actions may have on themselves and others.

RESOURCES: Can of Squirms. (Games).

CONCEPT: LEARNING 1.2

TITLE: "I" CAN

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify positive self-attitude.

LEVEL: 3

MATERIALS NEEDED: Magazines, different sizes of tin cans, glue, construction paper, scissors

PROCEDURE:

1. Ask students to collect "eyes" from magazines.
2. Have students decorate their tin cans with eyes.
3. Have students write on a small piece of paper "eye" can statements to place inside their decorated cans.
4. Have students share a few of their "I can" statements.
5. Have students discuss how it feels to be able to do certain things.

COMMENTS: Cans could be left in classroom to have students add "I can" statements as the school year goes on. Have them periodically read their statements to help enhance their self-concept.

NATIONAL GUIDELINES:
I.2: Describe positive characteristics about self as perceived by self and others.

EVALUATION: Students identified things they can do by writing these "eye" can statements on pieces of paper and sharing with their class. Students then decorated containers to place the slips of paper in.

RESOURCES: Attitudes and Values Spirit Masters. "All About Me". (Activity Book).

CONCEPT: LEARNING 1.3

TITLE: CAPABILITIES AND LIMITATIONS

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Demonstrate capabilities and limitations of individuals by trying to perform five physical or mental tasks within capabilities, and five physical or mental tasks beyond capabilities.

LEVEL: 3

MATERIALS NEEDED: Large-eyed needle, small-eyed needle, thread

PROCEDURE:

1. Have students demonstrate five physical or mental tasks they could easily accomplish in the second grade, such as:
   - A. Work simple addition problems.
   - B. Read first grade science book.
   - C. Recite the alphabet.
   - D. Thread large-eyed needle.
   - E. Walk around the school non-stop.
2. After students have demonstrated activities they are easily capable of, have them try to perform five physical or mental tasks that are beyond their capabilities.
   - A. Work long division problem.
   - B. Read a sixth grade science book.
   - C. Recite a new poem.
   - D. Thread a needle with a very small eye.
   - E. Run around the school non-stop.
3. Afterward, in a class discussion answer these questions:
   - A. How did you feel about yourself when you did the easy task?
   - B. How did you feel about yourself when you tried to do the hard task?
   - C. When do you think you will be able to do these tasks?
   - D. What will you have to do to be able to succeed in these tasks?

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students participated in physical and mental tasks that were easy and some that were difficult and discussed how they felt about doing each of these tasks.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad. (Activity Book).

CONCEPT: LEARNING 1.3

TITLE: BEING AFRAID

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Describe feelings of being afraid.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:
1. Talk with students about fear. Share with them times when you yourself have been afraid. Bring out the fact that everyone is afraid at one time or another.
2. Have students discuss times when they have been afraid and what they did.
3. Discuss with students ways of coping with fear.

COMMENTS: Students could roleplay fearful situations, then discuss how to cope with or change a situation, or rehearse a new behavioral response to the feelings of fear.

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students described experiences in which they felt afraid and identified ways of handling that fear.

RESOURCES: Parables From Nature. "Peppy the Pup". (Filmstrips).
Learning To Cope. (Filmstrips).

CONCEPT: LEARNING 1.3

TITLE: FRIENDSHIP

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Identify positive characteristics of friendship.

LEVEL: 3

MATERIALS NEEDED: Nice-O Card for each child (24 - 3x5 blank cards), pre-cut 1" square markers

PROCEDURE:

Play Nice-O Game discussing meaning of words and why it is important in making friends.

Directions:

1. Tell the students that so many times all we hear are negative and/or unpleasant words to describe ourselves, and we often "name call" others. Discuss how that feels, what it makes us want to do.
2. Brainstorm positive characteristics. Write one word per 3x5 card as students call off words. Example: cooperative, cheerful, happy, helpful, courteous. Continue until all 24 cards are complete.
3. Have the students copy the 24 words at random onto their sheet; hopefully every Nice-O Sheet will be different.
4. Pass out markers. Play like Bingo. Choose a card at random. Each student covers it with a marker. The first one to get 5 across, up-down or diagonally wins. The winner shuffles the cards and is the one who picks the cards for the next game.

COMMENTS:

1. Students could choose a word to use as a personal goal to make themselves a better friend.
2. This exercise could be repeated at different times of the year.

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.

EVALUATION: Students developed a list of positive characteristics and used this list for the Nice-O game.

RESOURCES: Communicating To Make Friends. (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: ROLE PLAY FEELINGS

GOAL: Learn about problem-solving skills.

OBJECTIVE: Identify alternatives for given situations and select the best one.

LEVEL: 3

MATERIALS NEEDED: Slips of paper, hat

PROCEDURE:

1. Write different situations on slips of paper.
   Ex. -You are lost in a department store.
   -Your best friend tattles on you.
   Place slips of paper in a hat.
2. Next, have students form small groups.
3. Have each group draw a situation card and identify all the different alternatives they can think of to solve the problem.
4. Then have students discuss the alternative reactions and select the one they think would be the best solution in each of these situations.
5. Have each group describe their situation, give the alternatives they generated and identify the alternative they selected and why.

COMMENTS:

NATIONAL GUIDELINES:
IX.5: Identify alternatives in decision-making situations.

EVALUATION: Students discussed given situations, generated several alternatives and selected the one they believed to be the best.

RESOURCES: Can of Squirms. (Games).
Self-Concept Series. "Feelings". (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: BEHAVIOR HAS A PURPOSE

GOAL: Learn about problem-solving skills.

OBJECTIVE: Describe reasons for behavior.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss their behavior when they want something. (Ex. Stay up late to watch television, extra money for candy)
2. Have students discuss situations where they used improper behavior to get what they wanted.

COMMENTS: Behavior is goal-directed. If children are made aware of the purposes behind their behavior, they are better able to understand their own actions. This understanding will lead to a basis for changing inappropriate behavior.

NATIONAL GUIDELINES:

I.4: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students discussed appropriate and inappropriate behavior and how they use it to get what they want.

RESOURCES: Berry, Joy Wilt. The Survival Series for Kids: What To Do When Your Mom Or Dad Says... "Be Good". (Book Series). Mind Your Manners. (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: BEHAVIORAL REACTIONS

GOAL: Learn about problem-solving skills.

OBJECTIVE: Translate purposes of behavior.

LEVEL: 3

MATERIALS NEEDED: 2 sets of cards, reaction and behavior

PROCEDURE:

1. Design several sets of reaction/behavior cards.
2. Divide class into two teams.
3. Distribute "Behavior Cards" to one team and "Reaction Cards" to the other team.
4. The first member of the "Behavior" team acts out the behavior on their card.
5. The first member of the "Reaction" team (with the correct reaction) to stand up scores a point for both teams.

COMMENTS: Examples of "Behavior" cards include, throwing a ball through the neighbor's window. Examples of "Reaction" cards may be running and hiding or apologizing to the neighbor.

NATIONAL GUIDELINES:

III.6: Demonstrate healthful ways of coping with conflicts, stress and emotions.

EVALUATION: Students played a game about behavior and reactions to behavior.

RESOURCES: Can of Squirms. (Games).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: ABC'S OF FEELINGS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Describe a variety of feelings that people have.

LEVEL: 3

MATERIALS NEEDED: Pencil, marker, "my own book" or paper, large chart paper

PROCEDURE:

1. Discuss the letter "a", it's sound and shape, how it is written. What are the feelings the students can think of that begin with the letter "A"? (angry, annoyed).
2. Select one particular feeling for the focus of the class period. For example, if "angry" is chosen, write "A is for angry."
3. Have students discuss what kinds of situations evoke the feeling of anger in the individuals in the group.
   Can anyone remember when he or she last felt that way?
   What happened to cause that feeling?
   How does anger feel inside?
   How do people look when they feel angry?
   Ask everyone to show how they look when they feel angry.
   What happens to their eyes? mouths?
4. Have students discuss how they cope with angry feelings.
   What do they do when they are angry?
   What are positive ways of dealing with anger?

COMMENTS: Students may go through as many letters as possible or it may be continued into a different time. Discussion may be in groups or as an entire class.

NATIONAL GUIDELINES:
III.2: Identify ways to express and deal with feelings.

EVALUATION: Students described and discussed people's feelings.

RESOURCES: Freed, Alvyn and Margaret Freed. T.A. For Tots, Volumes I and II.

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: TELL US WHO YOU ARE

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Identify positive characteristics about self and others.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:

1. Have students brainstorm positive characteristics that people have. Write them on the board.
2. Have students think about characteristics they have.
3. Then have each student stand individually and give a one word characteristic about themselves.
   "To tell who you are using only one word."
4. Go around the room and ask students to describe the person next to them with one word.
5. Have students discuss what they learned about themselves and other members of the class as a result of this activity.

COMMENTS:

NATIONAL GUIDELINES:
II.1: Make positive statements about self and others.

EVALUATION: Students recognized positive characteristics in self and others.

RESOURCES: Farnette, Cherrie et al. People Need Each Other. (Activity Book).
Self Esteem Development: That Special Person Is Me. (Cassettes).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: SHARING AND CARING

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Describe importance of sharing values and caring about other student's values.

LEVEL: 3

MATERIALS NEEDED: Students will provide their own items of value from home or school.

PROCEDURE:

1. Have students bring one or two items that they value from home.
2. Have each student show and explain his or her item(s) to the whole and class and tell why it is "treasured".

COMMENTS: Some items may not be able to be brought to school (Ex. tree house, pet). Students could still share these values without bringing them to school.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students described what they themselves value and learned what others value.

RESOURCES: Farnette Cherrie et al. I've Got Me and I'm Glad: A Self-Awareness Activity Book. (Activity Book).
Parables From Nature. "Chuckie Chipmunk". (Filmstrips).

177

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: A LOOK AT THE "FUTURE"

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Describe some events that are anticipated year after year.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:

1. Have students list some events in their lives that occur regularly. (Ex. An outstanding event each year occurs in August when school reopens. Point out how starting work at a new grade level or with a new group of people indicates change and growth.)
2. Talk with the class about some of the changes they are now experiencing as they grow older.
3. Have students discuss change and growth when starting a new grade level or when placed in a new group of people.
4. Have students discuss both negative and positive feelings about these changes and other changes they foresee in the future.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Verbalize both positive and negative feelings.

EVALUATION: Students explored the positive and negative aspects of the future.

RESOURCES: Attitudes and Values Spirit Masters. "Me, Myself and I". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: PATTERNS

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Examine "recurring patterns" and the probability of patterns.

LEVEL: 3

MATERIALS NEEDED: Drawing paper, crayons, markers

PROCEDURE:

1. Identify some recurring patterns with the class. (Ex seasons, days, months, birthdays, etc.) Explain the idea of what makes up a pattern. Explain the idea of how cycles are made up of patterns and thus time and change can include some foreseeable elements.
2. Have students discuss recurring patterns that they experience. (Ex. Holidays, traditions, recipes)

COMMENTS: This could be used in conjunction with "A Look at the Future" (Personal/Social 1.2, Level 3).

NATIONAL GUIDELINES:
I.2: Describe positive characteristics about self as perceived by self and others.

EVALUATION: Students identified and discussed events in their lives that are recurring.

RESOURCES: Circles and Square Pegs. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: WHAT HAPPENS IN A COMMUNITY?

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Explore the various occupations that contribute to the community.

LEVEL: 3

MATERIALS NEEDED: Map of community

PROCEDURE:

1. Have the class decide on a route to follow for a pleasant stroll. The walk should begin and end at the school.
2. Discuss important elements to be considered before, during and after the walk. (Ex. Review tour schedule such as: post office, grocery store, fire hall)
3. Have students look for different occupations on their tour.
4. After the group has returned to the classroom, ask students to name all the occupations they saw on their tour.
5. Discuss how these occupations are a benefit to the workers and to the community.

COMMENTS: Talk about safety before leaving.

NATIONAL GUIDELINES:

VI.6: Demonstrate skills using school and community resources to learn about careers.

EVALUATION: Students went on a walking tour of their community and observed many workers in various occupations and discussed their observations.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).
Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: HOW I GROW AND CHANGE

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Recognize changes in "growth patterns".

LEVEL: 3

MATERIALS NEEDED: Yardstick, charts

PROCEDURE:

1. Have students make a chart of their growth.
2. Measure height of each child every month.
3. Record these changes monthly on their growth pattern chart.
4. Discuss growth pattern of students.
5. Discuss the changes that are experienced in terms of growth throughout the school year.

COMMENTS:

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.

EVALUATION: Students observed their monthly growth patterns and discussed differences in their rates of growth.

RESOURCES: Circles and Square Pegs. (Activity Book).
Self Esteem Development: That Special Person Is Me. (Cassettes).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: WHAT IS GROWTH?

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Examine the characteristics of plant growth.

LEVEL: 3

MATERIALS NEEDED: Fast growing vine plant such as an ivy or sweet potato

PROCEDURE:

1. Talk with the class about the kind of plant they will be observing. (fast growing vs. slower growing plant)
2. Discuss the fact that the plant will grow throughout the year if properly cared for. The vine can become a living time line by means of which the children can be made aware of the passage of time within the classroom.
3. Have students discuss how their growth is related to that of a plant growing.

COMMENTS: Could be used with "HOW I GROW AND CHANGE" activity (Personal/Social 1.3, Level 3).

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.

EVALUATION: Students observed plant growth in relationship to time passage and their own personal growth.

RESOURCES: Circles and Square Pegs. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: FEAR OF THE UNKNOWN

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Recognize that we often fear what we don't know about or what we don't understand.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:

1. Have students form small groups.
2. Have each group brainstorm situations where they were afraid or fearful of something because it was new, unknown, or they didn't understand it. (Ex. Moving, starting in a new class, visit to the dentist)
3. Have each group make a list of all their experiences.
4. Have each group prepare a role play situation of one of their fearful experiences. Make sure each student is included.
5. Have each group compare their lists.
6. Have students discuss ways in which they have coped with their fears.

COMMENTS:

NATIONAL GUIDELINES:

III.1: Describe emotional experiences.
III.2: Identify ways to express and deal with feelings.
III.3: Describe and discuss causes of stress and conflict.
III.6: Demonstrate healthful ways of coping with conflicts, stress and emotions.

EVALUATION: Students discussed fearful situations they have experienced and ways they worked through them.

RESOURCES: Learning To Cope. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: LOOKING AT CULTURES

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Explore different cultures, heritages and customs.

LEVEL: 3

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Talk to students about different family heritages and customs. (Ex. Clothing, foods, songs, dances, languages, other activities performed by parents, grandparents or people students know)
2. Have students list these activities and share with the class.
3. Have students bring to school something from home that depicts their cultural heritage (Ex. Food, clothing, book) and share it with the class.

COMMENTS: Students could design a cultural collage in groups or as a class. Pictures of various cultures and customs could be cut from magazines and pasted together on a posterboard.

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.
II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students examined various family heritages and customs.

RESOURCES: Griswold, Vera Jo and Judith Starke. Multi-Cultural Art Projects. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: CAN YOU PREDICT THE FUTURE?

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Explore past, present and future lifestyles.

LEVEL: 3

MATERIALS NEEDED: Drawing paper, crayons, markers, pencils, "Can You Predict The Future?" worksheet (pg. 146a)

PROCEDURE:

1. Pass out the "Can You Predict The Future" worksheet.
2. Talk with students about the ways things were done in the past and the way things are done now.
3. Have students imagine the topics of the worksheet for the future.
4. Have students fill out the worksheet.
5. Have students choose one of their future answers (more than one may be used) and make a picture of it.
6. Allow time for class presentation of art work and student explanations.
7. Worksheet answers can be given as a class or in groups.

COMMENTS: A follow-up activity "Future Careers And Lifestyles" (Personal/Social 1.4, 3rd grade) may be used with this activity.

NATIONAL GUIDELINES:

V.5: Describe how what is currently being learned relates to future career interests and aspirations.

EVALUATION: Students compared the past lifestyles with present and future lifestyles and illustated a picture of one futuristic item.

RESOURCES: Circles and Square Pegs. (Activity Book).

CAN YOU PREDICT THE FUTURE

	Long Ago	Today	The Future
1.	Wash clothes in steam	Washing Machine	____________
2.	Cooked over fire	Stove/Microwave	____________
3.	Walked or rode horses	Automobile/Aircraft	____________
4.	Lived in caves	Wooden/Cement Homes	____________
5.	Smoke signals	Satellites/ Telephones	____________
6.	Write/draw with rocks and sticks	Pens, Pencils, Crayons	____________
7.	Weapons of rocks and sticks	Missiles/Nuclear Bombs	____________
8.	Clothes of animal skins	Various Man-Made Fabrics and Cottons	____________
9.	Parents teach	Teachers, TV, Computers	____________
10.	Toys of rocks and sticks	Manufactured	____________

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: FUTURE CAREERS AND LIFESTYLES

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Explore future careers and lifestyles.

LEVEL: 3

MATERIALS NEEDED: Drawing paper, crayons, markers, "Can You Predict The Future?" worksheet (pg. 146a)

PROCEDURE:

1. Using the "Can You Predict The Future?" worksheet, have students imagine what career they would like in the future.
2. Have students draw a picture of their career choice.
3. Have students imagine a type of lifestyle they would choose with their new career. (Ex. Leisure activities, home life, hours they work, what they eat, etc.)
4. Have students explain to the class their pictures and their future lifestyles.

COMMENTS: Activity to be used with "Can You Predict The Future?" Worksheet (Personal/Social 1.4, 3rd grade).

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

V.5. Describe how what is currently being learned relates to future career interests and aspirations.

EVALUATION: Students created a picture of a future lifestyle they would like and explained it to their classmates.

RESOURCES: Self Esteem Development: I Have The Power. (Cassettes).

CONCEPT: CAREER 1.1

TITLE: ME...ON THE JOB

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Compare job roles in the classroom with jobs outside of the classroom.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss jobs the students engage in at school. (Ex. What kind of work is done in the classroom? How often do certain jobs need to be done?)
2. Discuss what is involved for each to do a good job in the classroom. (Ex. Getting along with others, promptness, dependability)
3. Have students compare good characteristics of workers in jobs outside of the classroom with the characteristics of doing a good job in the classroom.

COMMENTS:

NATIONAL GUIDELINES:

VII.1: Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.

EVALUATION: Students examined necessary characteristics of a positive atmosphere for work in the classroom and outside of the classroom.

RESOURCES: Self Esteem Development: That Special Person Is Me. (Cassettes).

CONCEPT: CAREER 1.1

TITLE: WORK ROLE IDENTIFICATION

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Demonstrate how tools are used in various occupations.

LEVEL: 3

MATERIALS NEEDED: Assortment of tools or pictures of tools for demonstration of occupations

PROCEDURE:

1. Hold up tools or pictures of tools and ask students what occupations may use the tools.
2. Provide students some time to have a hands-on experience with as many different types of tools possible. (Ex. hammer, saw, X-ray, baseball, paint, pencil, gradebook, pots and pans)

COMMENTS: Class could be divided into two teams and given points to the team who can guess the occupation.

NATIONAL GUIDELINES:

VI.1: Describe work of family members, school personnel and community workers.

EVALUATION: Students recognized different types of tools used in occupations and examined how they operated.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).

CONCEPT: CAREER 1.1

TITLE: COMMUNITY CAREER SITES

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Identify and describe different places in the community.

LEVEL: 3

MATERIALS NEEDED: Pencil or pen, chalkboard, chalk, "Community Career Sites" worksheet (pg. 150a)

PROCEDURE:

1. Have students fill out the "Community Career Sites" worksheet. Go over the answers with them or read the worksheet to students and have them answer it and put the answers on the chalkboard.
2. Have students decide which occupations are and are not in their community.
3. Ask students which occupations they are interested in.
4. Have students form groups and discuss how people in the community work together to accomplish community goals and make a community work. Have them share their results with other groups.

COMMENTS:

NATIONAL GUIDELINES:

VII.3: Describe the importance of cooperation among workers to accomplish a task.

EVALUATION: Students identified occupations in their community and how people help to make a community work.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

COMMUNITY CAREER SITES WORKSHEET

1. I give a shot to the patient. ____________________
2. I arrest a dangerous criminal suspect. ____________________
3. I mop the floor. ____________________
4. I gave someone glasses. ____________________
5. I break up a concrete sidewalk so a road can be widened. __________
6. I work on a hot-rod car. ____________________
7. I am usually chased by the meanest dog in the neighborhood. __________
8. I paint pictures. ____________________
9. I crack cases. ____________________
10. I ring up groceries on a cash register. ____________________
11. I can build a tree house for my kids. ____________________
12. I paint houses. ____________________
13. I model the clothes you are wearing. ____________________
14. I plant vegetables in a garden. ____________________
15. I thread needles. ____________________
16. I won the 100 yard dash. ____________________
17. I reeled the biggest fish ever caught. ____________________
18. I burned the meatloaf while preparing the meal. ____________________
19. I milk the cows. ____________________
20. I look at the planets with my telescope. ____________________
21. I type for my boss. ____________________
22. I play on a team that won the Orange Bowl. ____________________
23. I performed a very delicate heart operation. ____________________
24. I look for buried treasure at the bottom of the sea. __________
25. I drive a big semi-truck. ____________________
26. I created the first six-foot strawberry shortcake. __________
27. I read prescriptions. ____________________
28. I have knowledge of school subjects. ____________________
29. I have the knowledge to design a building. ____________________
30. I know how to put shingles on a roof. ____________________
31. I know how to style and cut hair. ____________________
32. I know how to fix teeth. ____________________
33. I can put out a big fire. ____________________
34. I can take a case to court. ____________________
35. I can make decisions in a courtroom. ____________________

CONCEPT: CAREER 1.1

TITLE: LEISURE TIME ACTIVITIES AND ROLES

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Devise a game from various articles.

LEVEL: 3

MATERIALS NEEDED: Construction paper, magazines, tag board, buttons, seeds, pipe cleaners, yarn, markers, crayons

PROCEDURE:

1. Have students discuss the value of leisure activities.
2. Have students contrast exercise activities with relaxation activities.
3. Have groups of students devise a game. Allow students to use the materials as they wish.
4. Discuss with the rest of the class what each particular game is.
5. Allow time for students to play the games.

COMMENTS:

NATIONAL GUIDELINES:

X.8: Identify the value of leisure activities for enriching one's life style.

EVALUATION: Students examined the value of leisure activities and developed a game for leisure.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month To Month Me". (Activity Book).

CONCEPT: CAREER 1.2

TITLE: A LOOK AT OUR COMMUNITY

GOAL: Learn about changing male/female roles.

OBJECTIVE: Examine the variety of jobs in our community.

LEVEL: 3

MATERIALS NEEDED:

PROCEDURE:

1. Have students brainstorm the different types of jobs in their community.
2. Have students decide which are male careers and which are female careers.
3. Have students discuss male and female careers and their changing roles.
4. Have students discuss which careers they might be interested in given no restriction regarding the career being designated as a male or a female career.

COMMENTS:

NATIONAL GUIDELINES:

XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
XI.3: Describe the changing life roles of men and women in work and family.

EVALUATION: Students compiled a list of male and female occupations in the community and discussed changing roles in careers.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).
Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 1.2

TITLE: CHANGING MALE/FEMALE ROLES

GOAL: Learn about changing male/female roles.

OBJECTIVE: Identify role switching occupations for men and women.

LEVEL: 3

MATERIALS NEEDED: Scissors, magazines, glue, posterboard

PROCEDURE:
1. Discuss with students the basic school skills that workers must use in jobs for men and women.
2. Tell students they are going to make a collage which will show occupations that are interchangeable between men and women.
3. Students may identify which job positions can be filled by men or women.

COMMENTS:

NATIONAL GUIDELINES:
- I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
- XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

EVALUATION: Students discussed necessary skills for male and female occupations and developed a collage depicting men and women in interchangeable occupations.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

CONCEPT: CAREER 1.2

TITLE: THEY SHOULD BE

GOAL: Learn about changing male/female roles.

OBJECTIVE: Examine personality characteristics that work well for occupations of both men and women.

LEVEL: 3

MATERIALS NEEDED: Pen or pencil, paper, "Personality Characteristics" worksheet (pg. 154a)

PROCEDURE:

1. Make a list of personality characteristics using the "Personality Characteristics" worksheet.
2. Take each occupation individually and let students select the characteristics they think apply.
3. After all occupations are used, have students go back over them and pick out characteristics necessary for all the given occupations. (Students should see that many occupations require common personality characteristics.)
4. After students have determined characteristics for each occupation, ask if they were thinking of men and women for each. Explain that we have stereotyped men and women's jobs. Look at the qualifications and see whether or not men or women would be prevented from working in that occupation.
5. Form small groups and have students write a job description for a chosen occupation.

COMMENTS:

NATIONAL GUIDELINES:

VII.1: Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.

VII.2: Demonstrate positive ways of performing work activities that influence job retention and success.

XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

EVALUATION: Students identified necessary personality characteristics for male and female occupations and developed a job description for a specific career.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).

PERSONALITY CHARACTERISTICS WORKSHEET

A. Help people
B. Be able to read well
C. Be a good driver
D. Be able to lift heavy things
E. Be able to type well
F. Be able to do things quickly and well
G. Be able to understand people
H. Be able to run machinery
I. Have good work habits
J. Be able to talk to people
K. Be able to handle many situations
L. Know where things belong
M. Be a good worker with hands
N. Like their work

SAMPLE OCCUPATIONS:

Fireperson
Policeperson
Mail Carrier
Milk Carrier
Secretary
Doctor
Teacher
Hairdresser
Nurse
Farmer
Bus Driver
Houseperson
Student
Clerk
Machinist
Salesperson

CONCEPT: CAREER 1.3

TITLE: SKILLS FOR SUCCESS

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Recognize skills that have been learned in school and will continue to be used in adulthood.

LEVEL: 3

MATERIALS NEEDED: Resource Person

PROCEDURE:

1. Discuss with the students the importance of learning certain skills in order to participate in certain life roles.
2. Cut out magazine pictures depicting various careers in order to recognize the relationship between education and career preparation. Discuss kinds of educational experiences they think would be needed by the worker.
3. Have students select school subjects liked best. Discuss jobs that require this type of learning.
4. Have students name jobs that require skills similar to those that can be performed by them.
5. Select skills that are a challenge, but will be learned in order that a special type of work can be performed.
6. Have a resource person (principal, cook, teacher) come in and name skills learned in primary school. Also, ask if any of these skills are used on the job.

COMMENTS:

The students may dramatize the following situations:

1. A man goes into a department store to buy shoes. No one can talk during the transaction. What problems will he encounter?
2. A waitress takes orders for food from four people at a table. She can't write. What problems will she have?
3. A man needs a job but can't read. What problems will he have?

NATIONAL GUIDELINES:

IV.6: Describe school tasks that are similar to skills essential for success in a career.

EVALUATION: Students identified skills learned in school that they will use in their lifetime.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).

CONCEPT: CAREER 1.3

TITLE: CAREER DEVELOPMENT RECORD - UPDATE

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Students will have an individual Career Development Record.

LEVEL: 3

MATERIALS NEEDED: Career Development Record for each student (pg. 156a)

PROCEDURE:

1. The Career Development Record is a history of individual student career aspirations including their aptitudes, interests, attitudes and achievements.
2. This is the updating activity. The assessment, to be effective, should be continued in grades 5, 7 and through high school.
3. It will be necessary for the teachers' aide or counselor to fill in the record at lower grade levels.

COMMENTS: The Career Development Record could be used by teachers and counselors to better understand the aspirations of their students, 1-12.
The teachers' judgment will be relied upon as to what time during the school year this assessment should be completed.

NATIONAL GUIDELINES:
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students have completed a new Career Development Record after examining their old file.

RESOURCES: Student Files (Records of Achievements and Interests).

CAREER DEVELOPMENT RECORD

____
Student's Name

GRADE 3 DATE:__________

____
High Interest Subject

____
Low Interest Subject

____
Prefers Activities:

Outside______Inside_______Both_______

Physically:

Active_______Average_______Sedentary_______

Achievements(s)

____

____

Hobby/Interests(s)

____

____

Wants to be a: __________________________________

Comments:

____

____

CONCEPT: CAREER 1.3

TITLE: EXPLORING OCCUPATIONS

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Construct an occupational vocabulary identifying worker activities.

LEVEL: 3

MATERIALS NEEDED: Bulletin board, magazines, scissors, pencils, paper

PROCEDURE:
1. Ask each student to name six occupations.
2. From the occupations given, have students brainstorm a list of words that are used in a particular occupation (Ex. hammer, nails, brush).
3. Have students choose an occupation for which they are to find a picture of a tool or process used by a worker engaged in the occupation.
4. Have students assemble a visual display of collected pictures and words and discuss the various occupations.
5. Have students discuss their personal interests and preferences related to the above occupations or careers not mentioned.

COMMENTS:

NATIONAL GUIDELINES:
- VI.2: Identify occupations that can be classified according to people, things and ideas.
- VI.5: Describe jobs that are present in the student's community.
- VI.3: Identify work activities of interest to the student.

EVALUATION: Students examined various aspects of occupations and developed a vocabulary and display pertaining to occupations.

RESOURCES: Jackson, Alice. Learning Units In Careers. (Activity Book).

CONCEPT: CAREER 1.4

TITLE: WHAT IS WORK?

GOAL: Learn about what it means to work.

OBJECTIVE: Determine a workable definition of work.

LEVEL: 3

MATERIALS NEEDED: Butcher paper, crayons, masking tape

PROCEDURE:
1. Discuss the meaning of the word "work" with the class.
2. Have students develop a definition of "work".
3. Ask the class members to find out what kind of work their parent(s) or other relatives do.
4. Have the class prepare a mural of workers, labeling each profession represented.

COMMENTS: This activity could be used with the activity "Exploring Occupations" (Career 1.3, Level 3).

NATIONAL GUIDELINES:
- VI.6: Demonstrate skills using school and community resources to learn about careers.
- VI.7: Identify different working conditions of jobs.

EVALUATION: Students developed a definition of work and a mural depicting workers and their title.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

201

CONCEPT: CAREER 1.4

TITLE: GOOD AND POOR WORKING HABITS

GOAL: Learn about what it means to work.

OBJECTIVE: Identify good work habits.

LEVEL: 3

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Make two columns on the chalkboard, one for good work habits, one for poor work habits.
2. Have students brainstorm good and poor work habits.
3. Have students discuss good and poor study habits.
4. Have students discuss ways of improving study habits.

COMMENTS: Have students try to develop a new working habit for a week and then discuss results.

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.

EVALUATION: Students explored good vs. poor work and study habits and ways of improving these habits.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).

CONCEPT: CAREER 1.4

TITLE: WHO...?

GOAL: Learn about what it means to work.

OBJECTIVE: Examine the importance of each individual in a job setting.

LEVEL: 3

MATERIALS NEEDED: Butcher paper, markers

PROCEDURE:
1. Discuss roles of workers and the cooperation needed to accomplish tasks.
2. Divide the class into groups of 4-6 members. Assign each group a setting and an event.
3. Choose your settings according to job families. For example, a setting may be the school and the event a fire drill.
4. After each group clearly understands its setting and the event, assign each member in the group a role of a worker involved in the setting.
5. After completion, discuss with the class each individual's effort and how it affects cooperation needed to accomplish the task.

COMMENTS:

NATIONAL GUIDELINES:
VII.3: Describe the importance of cooperation among workers to accomplish a task.

EVALUATION: Students examined and discussed the need for cooperation in work settings and role-played situations requiring cooperation.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 4

Activity Page

Learning 1.1

Friendship . . . 161
Kinds Of Places . . . 162
Classroom Rights . . . 163

Learning 1.2

Understanding Me . . . 164
Discovering Personal Values . . . 165
I Like Best . . . 166

Learning 1.3

How To Improve Your Study Habits And Grades . . . 167
How To Listen . . . 168
Rating Chart For Study Habits . . . 169

Learning 1.4

Decision-Making . . . 170
How I'm Doing . . . 171
Brainstorming . . . 172

Personal/Social 1.1

Rights Within A Friendship . . . 173
Friendship Characteristics . . . 174
Little White Lies . . . 175
Defining Rights And Responsibilities . . . 176
Friendship Rights and Responsibilities . . . 177
Other People And Me . . . 178
Role Play: Strangers And Friends . . . 179
Role Play: People We Meet . . . 180
Who Do You See Each Day? . . . 181

Personal/Social 1.2

Wheel Of Fortune . . . 182
How Learning Changes Me . . . 183
Try Something New . . . 184
Make It Better -- Role Play . . . 185

Personal/Social 1.3

Mud Or Stars . . . 186
Why Exercise Is Good . . . 187
My Learning Style . . . 188

Personal/Social 1.4

What Do I Value? . . . 189
Understanding Others . . . 190
Appreciating Differences . . . 191

Career 1.1

Employability Skills . . . 192
The Ear . . . 193
Pet And Animal Careers . . . 194
Our City At Work . . . 195

Career 1.2

Career Opportunities . . . 196
Things People Do . . . 197
We All Need School Skills . . . 198

Career 1.3

Where...? . . . 199
Matching Hobbies And Talents . . . 200
Two Groups Of Careers . . . 201

Career 1.4

What Influences Salaries? . . . 202
Many Helpers . . . 203
School Worker Interview . . . 204

CONCEPT: LEARNING 1.1

TITLE: FRIENDSHIP

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Examine the concept of support through friendship in a group.

LEVEL: 4

MATERIALS NEEDED: Large ball of yarn

PROCEDURE:

1. Introduce the concept of support.
2. Explain the analogy of a spider web to support the spider.
3. Discuss how friendship supports us in our daily classroom experiences.
4. Direct students to build their own "web of support" using friendship.
5. Build a web.
    - A. Have students stand in a circle facing center.
    - B. Yarn is to be bowled or rolled on the floor from one student to another.
        1. Students should hold string taunt at waist level.
        2. Make sure yarn is always rolled under the web.
        3. Make sure every student gets a strand.
        4. Each student must make a positive statement about the student to whom the strand is sent.
           Example: One way I like for a friend to support me is......."
        5. After the web is built, discuss lines of friendship and set up another web building session later to reaffirm growing friendships in the future.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students examined friendship as support in a group activity.

RESOURCES: Aycox, Frank. Games We Should Play In School.

CONCEPT: LEARNING 1.1

TITLE: KINDS OF PLACES

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Identify various important landmarks in the community.

LEVEL: 4

MATERIALS NEEDED: Newsprint, crayons

PROCEDURE:

1. Describe the word "landmark" to the class.
2. Hang several pieces of newsprint against a flat surface such as an empty wall.
3. Ask students to name different places in the community. Have students identify which are landmarks. Using a crayon, label each sheet of paper with the name of a kind of place found in your community (historical landmark or building, State Park, Game Reserve).
4. Go over the titles you have written and be sure everyone in the class understands the label on each sheet.
5. Discuss the importance of these landmarks and other places to the community with the students.

COMMENTS: Students could make a display of landmarks using photographs and/or drawings of the landmarks.

NATIONAL GUIDELINES:

VI.6: Demonstrate skills using school and community resources to learn about careers.

EVALUATION: Students identified places and landmarks in the community.

RESOURCES: Learning Environment Bulletin Boards. "The Community". (Murals).

CONCEPT: LEARNING 1.1

TITLE: CLASSROOM RIGHTS

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Describe classroom rights of students and teachers.

LEVEL: 4

MATERIALS NEEDED: Writing paper, posterboard, chart tablet, tempera paints, markers

PROCEDURE:

1. Divide the class into small groups and have the students make a list of rights each individual has within the classroom (Ex. Ask questions, use learning materials, etc).
2. Ask them to make a list of rights as a teacher.
3. Have groups compare their lists.
4. Plan together ways to make posters showing classroom rights of everyone.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students identified rights of students and teachers in the classroom.

RESOURCES: Schrank, Jeffrey. Effective Communication. (Cassettes).

CONCEPT: LEARNING 1.2

TITLE: UNDERSTANDING ME

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify current strengths and abilities.

LEVEL: 4

MATERIALS NEEDED: Drawing paper, pencils

PROCEDURE:

1. Have students select one of the following topics:
   - A. Something I can do now I couldn't do last year
   - B. Something I have learned this year
   - C. A job I can do right now
2. Distribute drawing paper and let students illustrate their topics.
3. Divide students into small groups for sharing their pictures and describing ways in which they have changed.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.

EVALUATION: Students examined personal changes they have gone through.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month To Month Me". (Reproducible Book).

CONCEPT: LEARNING 1.2

TITLE: DISCOVERING PERSONAL VALUES

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Realize strengths and identify what is important in life.

LEVEL: 4

MATERIALS NEEDED: Pencil, paper, crayons or colored pencils, markers, "Coat of Arms" worksheet (pg. 165a)

PROCEDURE:

1. Instructor will hand students a blank coat of arms on a sheet of paper, divided and numbered into six areas.
2. On the first area, students will draw two things they do well.
3. On the second area, students will draw their favorite place.
4. On the third area, students will draw their greatest achievement.
5. On the fourth area, students will draw the three people who mean the most to them.
6. On the fifth area, students will draw what their favorite activity is.
7. On the sixth area, students will write the three words that they like others to say about them.
8. Discuss individual coat of arms in class.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.

EVALUATION: Students created a coat of arms which describes some of their personal values.

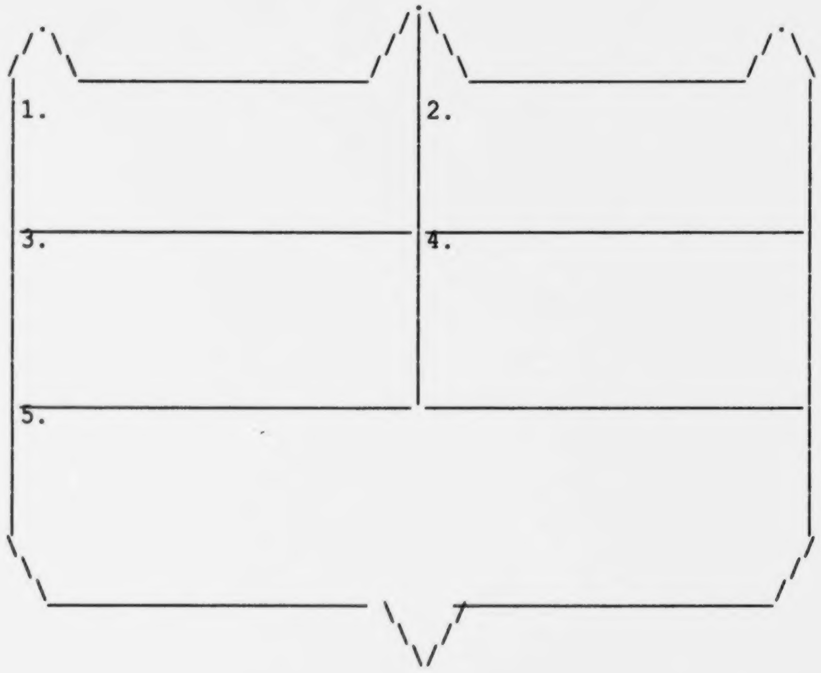
RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).

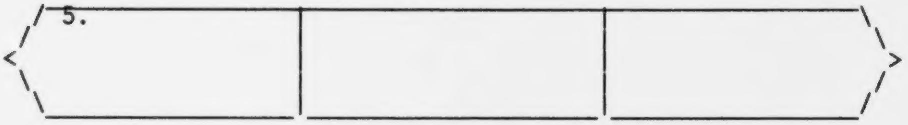
PERSONAL COAT OF ARMS

A COAT OF ARMS IS A SYMBOL OF WHO YOU ARE. IN MEDIEVAL TIMES THIS INSIGNIA WAS EMBROIDERED ON THE LIGHT GARMENT WORN OVER ARMOR AND USUALLY SYMBOLIZED THE NAME OR STATUS OF THE BEARER OR HIS ACHIEVEMENT OR ASPIRATION. COATS OF ARMS CAME TO DISTINGUISH FAMILIES AS WELL AS INDIVIDUALS. USING THIS COAT OF ARMS, PLACE THE FOLLOWING IN THE APPROPRIATE SECTION.

In each of the numbered sections draw a picture (design or symbol) or write a word to represent the following:

1. What you are striving to become.
2. What your parents want you to become.
3. The one thing you most want to accomplish by the time you are 65.
4. Your greatest assets.
5. The greatest obstacle to your accomplishing your goals.
6. Write three words to describe what you would like people to say about you after you die.





CONCEPT: LEARNING 1.2

TITLE: I LIKE BEST

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify activities one likes and is good at.

LEVEL: 4

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students divide a piece of paper in half titling one side "ACTIVITIES IN SCHOOL" and the other side, "ACTIVITIES OUT OF SCHOOL".
2. Have students list the activities they like the best under each title, include any school subjects or work they do.
3. Form small groups and have students discuss the correlation between the things they do well and those they like best.
4. Have students discuss ways to make things they have to do or don't like to do more interesting.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.
IV.2: Identify personal strengths and weaknesses in academic areas.
IV.5: Implement a plan of action for improving academic skills.

EVALUATION: Students explored activities they enjoy and are good at and the correlation between enjoying and being good at something.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).

CONCEPT: LEARNING 1.3

TITLE: HOW TO IMPROVE YOUR STUDY HABITS AND GRADES

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Identify good study habits.

LEVEL: 4

MATERIALS NEEDED: "How To Improve Your Study Habits and Grades" worksheet (pg. 167a), pencil or pen

PROCEDURE:

1. Have student discuss why it is important to organize time (Ex. leisure, study).
2. Explain and discuss "How To Improve Your Study Habits and Grades" handout.
3. Have students discuss the handout, whether or not they see this as beneficial or not.
4. Have students discuss their weak and strong areas of study and ways to improve them.

COMMENTS: Students should demonstrate their study habits at school and home.

NATIONAL GUIDELINES:

IV.2: Identify personal strengths and weaknesses in academic areas.

EVALUATION: Students explored their study habits and ways to improve them.

RESOURCES: Learning To Learn. (Filmstrips).
Big Book of Study Skills. (Activity Book).
Developing Good Work and Study Habits. (Filmstrips).
Gall, Meredith and Joyce Gall. Study For Success.
Where There's A Will There's An "A" (VHS).

HOW TO IMPROVE YOUR STUDY HABITS AND GRADES

At School:

1. Listen carefully to be sure you understand all assignments.
2. Write down in one place all your assignments and their due dates.
3. Do assignments when they are given. Don't fall behind. Use your school study time wisely.
4. For long term assignments, do a little each day -- don't wait until the last minute.
5. Ask the teacher for help if you don't understand the work.
6. Join in class discussions. They will increase your knowledge.
7. If you miss a class or assignment, check with your teachers immediately upon your return to find out what you missed.

At Home:

1. Set a regular time to study. Schedule this around your other activities, but stick to the chosen time.
2. Pick a quiet place in which to study, free from distractions.
3. Organize all the materials you will need before you begin.
4. Do the hardest work first and save the easier work for later.
5. Have a calendar at your study area. Mark the due dates for tests, projects, reports, or research. Remember to look at your calendar daily and plan accordingly.

YOUR WORK SHOULD SHOW IMPROVEMENT
GOOD LUCK!!

CONCEPT: LEARNING 1.3

TITLE: HOW TO LISTEN

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Identify appropriate ways of listening.

LEVEL: 4

MATERIALS NEEDED: "How To Listen" worksheet (pg. 168a)

PROCEDURE:
1. Brainstorm "Why it is important to listen".
    A. To become well informed
    B. To save time
    C. To respect others
2. Discuss "How to Listen" worksheet.
3. Role play activities: To show how hard it is to talk and listen at the same time.

    Activity: Ask two students to face each other. When the counselor says "Begin", both will begin talking, one will recite the Pledge of Allegiance while the other will discuss a topic of interest to him or her.

4. Discuss with the class what they observed in the role play activity.

COMMENTS:

NATIONAL GUIDELINES:
IV.5: Implement a plan of action for improving academic skills.

EVALUATION: Students explored reasons for effective listening through discussion and role-playing.

RESOURCES: Communicating To Make Friends. (Activity Book).
Schrank, Jeffrey. Effective Communication. (Cassettes).

HOW TO LISTEN WORKSHEET

Now is the time to learn to listen. Each year as you progress in school, you will be given more and more orally communicated information which you must remember.

Never forget, everyone knows something that you don't know. Very few, perhaps none, of the people you know will ever put their information into a book for you to read. Their information will never come to you if you won't or can't listen.

Here are a few suggestions for better listening.

WRITE AS MANY FACTS AS YOU CAN REMEMBER FROM THE MOST RECENT LESSON YOUR TEACHER GAVE YOU.

1. Be prepared to listen when the speaker begins. Usually the main idea comes at the beginning; and if you miss it, you may not understand anything that follows.
2. Watch the speaker. If you are trying to watch television, a classmate making paper boats, or the formation of clouds, you can not give your full attention to the speaker.
3. Try to listen for directions. If you don't listen properly, you may lose a lot of time doing ten problems instead of the tenth problem.
4. Be sure to take notes. It is impossible to take notes without listening. By forcing yourself to take notes, train yourself to listen at the same time.
5. Don't let yourself wander down side paths with your thinking. How often have you blushed in class when you found out the question you asked had been answered a few minutes before and you had not heard it.
6. Try to listen understandingly and thoughtfully. If you don't understand the point the speaker is trying to get across, ask questions. Sometimes these questions will have to wait until the speaker is finished. In that case, take notes so you can ask intelligent questions.

CONCEPT: LEARNING 1.3

TITLE: RATING CHART FOR STUDY HABITS

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Evaluate personal study habits.

LEVEL: 4

MATERIALS NEEDED: "Self-Rating Chart For Your Study Habits" (pg. 169a), pencil or pen

PROCEDURE:
1. Distribute each rating chart and have students complete it.
2. Have each student tally results and explain ratings to the students.
3. Have students form groups and discuss each question and their rating.
4. Have students discuss ways to help improve their score.
5. Review evaluations with individual students for additional feedback.

COMMENTS: Administer the rating chart at the beginning of the unit and the conclusion of at least four units of studying.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students evaluated their study habits and discussed their results.

RESOURCES: Developing Good Work and Study Habits. (Filmstrips).

STUDY HABITS

A SELF-RATING CHART FOR YOUR STUDY HABITS

Read each of the following questions carefully and put a cross (x) in the column that makes the truest statement about yourself.

	Almost Always	Sometimes	Very Seldom
1. Do you make a budget or schedule of your study time?			
2. Do you follow it?			
3. Do you write down or take carefully each day's assignments?			
4. Do you review the last lesson before you start the next?			
5. Do you begin your work at once without wasting time?			
6. Do you do your homework before watching T.V. or participating in social activities?			
7. Do you stick to each lesson until it is finished?			
8. Do you keep your mind constantly on your work without day-dreaming?			
9. Do you read difficult parts of your lessons a second time?			
10. Do you make written outlines or take written notes when you read your lessons?			
11. Do you finish ALL of every assignment?			
12. Do you look up all new words?			
13. Do you study in a quiet place at home?			
Total			

NOW SCORE YOURSELF AS DIRECTED
Each cross in the Almost Always column counts 10
Each cross in the Sometimes column counts 5
Each cross in the Very Seldom column counts 0

120 - 130 = Good Study Habits
110 - 119 = Satisfactory
Below 110 = HELP!

CONCEPT: LEARNING 1.4

TITLE: DECISION-MAKING

GOAL: Learn about problem-solving skills.

OBJECTIVE: Develop decision-making skills.

LEVEL: 4

MATERIALS NEEDED: "Decisions, Decisions!" worksheet (pg. 170a), pencil or pen

PROCEDURE:

1. Discuss with students the following steps in arriving at an IDEAL decision:
    - A. I = Identify the situation
    - B. D = Describe everything that can be done
    - C. E = Evaluate what might happen
    - D. A = Act out a plan
    - E. L = Learn from your decision
2. Ask students to complete the "Decisions, Decisions!" handout.
3. Discuss how students are responsible for making these decisions.

COMMENTS: Students could discuss some of their decisions from the worksheet, whether they were good or not, and what they could have done differently if it was a bad choice.

NATIONAL GUIDELINES:
IX.4: Identify simple strategies used in solving problems.

EVALUATION: Students examined their decision making skills and responsibilities for their decisions.

RESOURCES: Decision Making For Success In Life Series. (Activity Book).

DECISIONS, DECISIONS!

1. In Column 1, list three situations in which you had to make a choice today.
2. In Column 2, describe what choice you made.
3. In Column 3, give the reason for your choice.
4. In Column 4, tell whether you think you made the right choice or not. Explain why.

Situation 1	Choice Made 2	Reason 3	Evaluation 4

Optional: Think ahead to a decision you may need to make tomorrow. Write a paragraph about how you think you can best handle the decision.

CONCEPT: LEARNING 1.4

TITLE: HOW I'M DOING

GOAL: Learn about problem-solving skills.

OBJECTIVE: Develop ability to make personal judgments about behavior.

LEVEL: 4

MATERIALS NEEDED: A sheet of paper with an outline of a flower

PROCEDURE:

1. Give students a sheet of paper with an outline of a flower.
2. Have students label the petals with areas for students to evaluate (Ex. Making friends, listening, reading, remembering rules, helping others, sharing ideas).
3. Students should be encouraged to think about their progress in the areas included on the flower.
4. Ask students to complete the flower by coloring the petals on the outline according to this code:
   Red: I feel really good about it
   Yellow: I feel OK about it
   Blue: I need to work a lot on this
5. Discuss how identifying problem areas is the first step in problem solving.

COMMENTS: Have students reevaluate their flowers at a later date to check improvement.

NATIONAL GUIDELINES:

IX.9: Use decision-making skills to set priorities, develop personal goals and determine preferences.

EVALUATION: Students identified areas in their life they feel good about and areas they would like to improve.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: BRAINSTORMING

GOAL: Learn about problem-solving skills.

OBJECTIVE: Generate alternatives.

LEVEL: 4

MATERIALS NEEDED:

PROCEDURE:
1. Present Brainstorming guidelines:
    - A. Try for many ideas.
    - B. Use the ideas of others.
    - C. Let the ideas be wild.
    - D. Do not judge the ideas of others.
2. Divide the class into groups. Appoint a volunteer in each group to be the recorder.
3. Tell the students how much time they will have to brainstorm, usually five minutes.
4. Choose one of the following topics for the whole class:
    - A. Ways to make our school beautiful.
    - B. Ways to make new friends.
    - C. Ways to make the playground more fun.
5. Read each groups lists aloud when time is up.
6. Have groups share lists and discuss activity.

COMMENTS:

NATIONAL GUIDELINES:
IX.5: Identify alternatives in decision-making situations.

EVALUATION: Students identified ways of compiling alternatives using brainstorming.

RESOURCES: Farnette, Cherrie et al. People Need Each Other. (Activity Book).
Self-Concept Series. "Cooperating". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: RIGHTS WITHIN A FRIENDSHIP

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Examine the rights shared in relationships.

LEVEL: 4

MATERIALS NEEDED: Drawing paper, crayons, markers

PROCEDURE:

1. Discuss rights and responsibilities that are inherent in friendships (Ex. Genuineness, trust, truth, helpfulness).
2. Have students describe a time when they felt their own rights have been violated in a friendship.
3. Have students discuss·differences between rights within a group and rights within a close friendship.

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.
II.5: Demonstrate skills in resolving conflicts with peers and adults.

EVALUATION: Students examined and discussed characteristics of friendships.

RESOURCES: Attitudes and Values Spirit Masters. (Activity Books).
Games Children Should Play. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: FRIENDSHIP CHARACTERISTICS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Examine characteristics involved in forming relationships.

LEVEL: 4

MATERIALS NEEDED: Posterboard or chalkboard, chalk, workers

PROCEDURE:

1. Tell the students you are going to say a word and they will have 3-5 minutes to write down the first things that come to their minds about that word.
2. When they are ready, say "Honesty, Kind, Laughter, Fragile, or Sharing".
3. After they are finished, have the students share what they wrote.
4. Compile a list on the posterboard or chalkboard.
5. Have students discuss their findings in relationship to forming friendships.

COMMENTS:

1. More descriptive words may be used for activity.
2. Students should take turns coming up with words after initial activity.

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.

EVALUATION: Students identified feelings about forming relationships.

RESOURCES: Communicating To Make Friends. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: LITTLE WHITE LIES

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Recognize the concept of honesty.

LEVEL: 4

MATERIALS NEEDED:

PROCEDURE:

1. Discuss with students the concept of honesty in terms of truthfulness. Bring the term "little white lies" into the conversation.
2. Have students name some of the reasons we may decide to tell "little white lies".
3. Have students discuss consequences of telling lies as opposed to telling the truth.

COMMENTS: Be accepting of students reasons and encourage openness in their responses.

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.

EVALUATION: Students discussed the qualities of truthfulness and lying.

RESOURCES: Attitudes and Values Spirit Masters. (Activity Books).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: DEFINING RIGHTS AND RESPONSIBILITIES

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Describe ways to maintain rights within relationships.

LEVEL: 4

MATERIALS NEEDED: Drawing paper, pencils

PROCEDURE:

1. Discuss with students the meaning of rights and responsibilities in regard to relationships (Ex. Courtesy, listening, respect, etc).
2. Follow-up class discussion by having students work in pairs to illustrate situations in which someones' rights have been violated or situations which illustrate individual rights.
3. Have the group relate situations to the rest of the class and the feelings that occur when someone is mistreated.

COMMENTS:

NATIONAL GUIDELINES:

II.2: Describe how all persons need to belong and to be accepted by others.
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students explored respect for other peoples' rights.

RESOURCES: Learning To Think and Choose. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: FRIENDSHIP RIGHTS AND RESPONSIBILITIES

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Describe personal rights and responsibilities within relationships.

LEVEL: 4

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss personal responsibilities, peoples' rights and respect for others in conversation and relationships.
2. Guide conversation to focus on those casual relationships students have with store clerks, receptionists, neighbors and in the classroom.
3. Discuss what our rights and responsibilities are in these relationships (Ex. Making clear requests, our right to be treated in a courteous manner, courtesy toward others).
4. Have students discuss these characteristics involving casual relationships vs. close friends.

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students identified appropriate attitudes in relationship-building.

RESOURCES: Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: OTHER PEOPLE AND ME

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Recognize various types of relationships.

LEVEL: 4

MATERIALS NEEDED: Magazines, writing paper, scissors, 12x18 paper

PROCEDURE:

1. Have students look through magazines for pictures of people interacting in different kinds and levels of relationships (Ex. Close relationships--passing acquaintances).
2. Have students glue pictures to 12" X 18" paper.
3. Talk in groups about relationships shown in pictures. Some sample questions may be:
   - A. Are the relationships close/passing?
   - B. Are they friendly/unfriendly?
   - C. Can you imagine what the person(s) is/are saying?
4. Bring groups together and ask for reports of group discussions.

COMMENTS:

NATIONAL GUIDELINES:
II.2: Describe how all persons need to belong and to be accepted by others.

EVALUATION: Students identified and discussed various types of relationships.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad. (Activity Book).
Farnette, Cherrie et al. People Need Each Other. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: ROLE PLAY: STRANGERS AND FRIENDS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Recognize differences between true friends and acquaintances.

LEVEL: 4

MATERIALS NEEDED: Role play situations

PROCEDURE:

1. Discuss difference between friendship and knowing someone.
2. Ask students to share times when an acquaintance has acted like a friend and discuss how this felt.
3. Role play situations in which people who are strangers act like friends (What should you do when this happens?).

COMMENTS: This is an opportunity to discuss not taking rides from adults we don't know, etc.

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students examined close vs. casual relationships and strangers.

RESOURCES: Can of Squirms. (Games).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: ROLE PLAY: PEOPLE WE MEET

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Identify characteristics of others through role playing situations.

LEVEL: 4

MATERIALS NEEDED: Slips of paper, "hat"

PROCEDURE:

1. Have students brainstorm ways in which we react to people each day and list on the chalkboard.
2. Write "titles" of people we meet each day on slips of paper (Ex. friends, parents, teachers).
3. Place slips in hat. Have pupils role play in pairs--one playing self and the other drawing from the hat the role he/she will play.
4. Discuss with students what happened in role playing situations.

COMMENTS:

NATIONAL GUIDELINES:

II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students identified their reactions to people with whom they come in contact.

RESOURCES: You + Me = Us. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: WHO DO YOU SEE EACH DAY?

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Recognize important characteristics of the people we know.

LEVEL: 4

MATERIALS NEEDED: Pencil, paper, crayons, scissors

PROCEDURE:

1. Talk with students about the variety of people they see each day.
2. For one day have students make a list of all the people with whom they come in contact.
3. After students have compiled their lists, have them select a person they know well and one they don't, and draw pictures of these persons.
4. Talk with students about the differences in ways we have of reacting to different people.

COMMENTS: This activity could be used with activity "Role Play: People We Meet" (Personal/Social 1.1, Level 4).

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students examined the people they meet each day and their reactions to them.

RESOURCES: You + Me = Us. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: WHEEL OF FORTUNE

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Realize how different events and happenings can change a person's life.

LEVEL: 4

MATERIALS NEEDED: A 10" - 12" circle cut from tag board, paper fastener, spinner, felt-tipped pen to make a wheel of fortune.

PROCEDURE:

1. Together with the class, create an imaginary primary student.
2. Develop with the class a profile of the student.
3. Present the Wheel of Fortune you have made. Explain to the class that the wheel includes on it a number of events that might change the way a person works and lives. (Examples of unusual happenings: moving, parents divorcing, birth of another child in the family, parent returning to work, grandparent becomes ill, remarriage of one parent, parents buy a boat, get a new puppy.)
4. Use the created student as an example of how unusual "happenings" can change his/her life in school.
5. Each time the wheel is spun and lands on a situation, have the students discuss how it will effect their imaginary student.

COMMENTS: Make a Wheel of Fortune by fastening a spinner to the center of a 10" or 12" circle cut from tag board. Divide the wheel into several pie-shaped sections. Write an unusual happening in each section of the wheel.

NATIONAL GUIDELINES:

II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

III.3: Describe and discuss causes of stress and conflict.

EVALUATION: Students examined life changes and how they affect people.

RESOURCES: Learning To Cope. (Filmstrips).
Circles and Square Pegs. (Activity Book).
Krementz, Jill. How It Feels When Parents Divorce.

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: HOW LEARNING CHANGES ME

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Examine the importance of education and change.

LEVEL: 4

MATERIALS NEEDED:

PROCEDURE:

1. Discuss with students their growth and change.
2. Have students talk about the changes that have taken place in their life as a result of their daily learning.
3. Have students discuss ways in which they have changed since they were infants.
4. Have students make a list of changes in their lives at school, home and in the community.
5. Have students share their lists.

COMMENTS:

NATIONAL GUIDELINES:

V.4: Demonstrate an understanding of the importance of practice, effort and learning.
II.3: Identify how people are unique as individuals.

EVALUATION: Students explored personal growth and change they have experienced in their lives.

RESOURCES: Circles and Square Pegs. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: TRY SOMETHING NEW

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Develop interest and acceptance in change.

LEVEL: 4

MATERIALS NEEDED:

PROCEDURE:

1. Ask students to think of a new task they would like to try in the home that they do not usually perform.
2. Prepare a duplicated letter to send home asking for family cooperation.
3. Fill in the blank for each student's particular task.
4. Ask that students be able to do the task for a week.
5. After a week, ask the students such things as:
   - A. Were you able to do your task immediately or did it take time?
   - B. How did you learn?
   - C. Did anyone give you suggestions?
   - D. Did they help you?
   - E. Did the task seem successful or do you need more time?
6. Have students share their tasks and the outcomes.

COMMENTS: Activity could be repeated at a later date or checked to see if students still work at the task.

NATIONAL GUIDELINES:

IX.1: Discuss choices that he/she makes.
IX.3: Identify and assess problems that interfere with attaining one's goals.

EVALUATION: Students identified a task they want to accomplish and evaluated their progress.

RESOURCES: Circles and Square Pegs. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: MAKE IT BETTER--ROLE PLAY

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Identify appropriate and inappropriate ways of dealing with situations.

LEVEL: 4

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students form small groups.
2. Have each group brainstorm and list five to seven situations where either inappropriate or appropriate behavior can be used. (Ex. Parents tell you to take out the garbage, someone on the playground calls you a name, someone walking ahead of you drops a $5 bill)
3. Discuss consequences of both behaviors - good and bad.
4. Have students discuss ways to turn inappropriate behavior into appropriate behavior and the benefits of this.
5. Have each group choose one of their situations and role play it using first inappropriate then appropriate behavior. Make sure each student participates.
6. Have each group compare their list.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.
I.4: Describe how one's behavior influences the feelings and actions of others.
II.4: Demonstrate desirable skills for interacting with and relating to others.
II.5: Demonstrate skills in resolving conflicts with peers and adults.

EVALUATION: Students participated in role-playing behaviors and discussed the consequences.

RESOURCES: Can of Squirms. (Games).
Attitudes and Values Spirit Masters. (Activity Books).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: MUD OR STARS

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Recognize the effect of one's outlook or attitude upon his/her life.

LEVEL: 4

MATERIALS NEEDED: Chalk, chalkboard, "Mud or Stars" worksheet (pg. 186a)

PROCEDURE:

1. Have students discuss the meaning of the following quote: "Two people looked out from prison bars; the one saw mud, the other stars."
2. Explain that whether you see "mud or stars" as you encounter various experiences, depends upon your outlook toward life.
3. Your happiness, or lack of it, depends upon your attitude.
4. List on the chalkboard the following:

Negative Outlook	Positive Outlook
Do you:	Do you:
complain,	expect the best from others
chronically	try again after making a mistake
pout	
Are you:	Are you:
moody	determined
careless	careful
rude	prompt
	courteous

4. Ask students to contribute words or phrases that describe negative and positive outlooks.
   A. Develop two lists from the words suggested by the students. Label the lists positive and negative. Ask the students to decide what kind of an outlook they have.
   B. Have students answer the sheet on the next page to help them determine whether they are seeing "mud or stars". Tell them to check those that seem to best describe them.
5. DISCUSSION: What kinds of things can you use to help you see "stars" instead of "mud"?

COMMENTS: Explain to students that the examples they use for negative and positive outlooks should not be interpreted as a total personality. Everyone has both positive and negative feelings and attitudes. Outlooks on life often differ from day to day and from person to person.

NATIONAL GUIDELINES:

III.6: Demonstrate healthful ways of coping with conflicts, stress and emotions.

EVALUATION: Students examined attitudes that affect their lives.

RESOURCES: Decision Making for Success in Life Series. (Activity Book).

MUD OR STARS WORKSHEET

Negative Outlook

___I am a loser.

___I play up to people.

___It embarrasses me to express myself in front of other people.

___I'm scared of things I'm not used to.

___There are so many things to do. I never seem to get started.

___I'm a plodder, I waste time on details.

___I make mistakes over and over again.

___I accept thing as they are, it doesn't matter.

___Other people take unfair advantage of me.

Positive Outlook

___I like myself even if I make mistakes.

___I love life and living.

___I like new ideas.

___I work toward goals.

___Life is a breeze.

___I look for meaning in things.

___I look at each person as more important than a group.

___I am determined to accept life and live fairly.

___I am interested in other people.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: WHY EXERCISE IS GOOD

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Recognize that exercise is important for good health.

LEVEL: 4

MATERIALS NEEDED: Paper, pencil, "Exercise" worksheet (pg. 187a)

PROCEDURE:

"Space Spa"

1. Discuss what living quarters on space stations will look like. Emphasize that space residents must be healthy and in good physical condition.
2. Discuss how residents will stay healthy and in good physical condition in this "Space" environment.
3. Read the exercise worksheet to students.
4. Designing a Space Spa: Divide students into groups of 3-4. Using paper and pencil, draw the floor plan for a space spa and label rooms. Invent equipment that will be used. Draw pictures.
5. Have students discuss types of exercises they do and the benefits.

COMMENTS:

1. Show drawings of exercise equipment and have students explain how and why it is used.
2. Ask a physical fitness person to visit the class (Ex. Spa, coach, P.E. teacher). Give some exercises and explain how and why some equipment is used.

NATIONAL GUIDELINES:

III.8: Demonstrate knowledge of good health habits.

EVALUATION: Students explore exercises of the present and future and the benefits of exercise.

RESOURCES: Food, Fitness, Health

EXERCISE

Resistance exercise is as necessary as proper food and sleep to maintain your good health in zero gravity. On past missions, astronauts have suffered some bone and muscle deterioration despite their hard physical exertion in space, because their bodies were not getting the resistance they were accustomed to in gravity.

To help offset this, you will walk a treadmill on the Shuttle. Flight physicians recommend at least 15 minutes daily on the treadmill for missions lasting from 7 to 14 days. On 30-day missions, the time should be extended to 30 minutes. In addition to the healthful affect on your bones and muscles, it will help you readjust more quickly to Earth gravity on your return home.

When not in use, the treadmill is kept in a locker. Set it near the hatch window so you can overcome the monotony of the exercise by looking out occasionally on the passing world. Or, turn on some music. The treadmill consists of a teflon-coated aluminum sheet on a roller. Its bottom plugs lock into the holes in the floor to make it secure. Straps come from its base to tie around your waist. The tighter the straps, the greater the resistance encountered during the workout. Other straps attach from a bar in front of you to your waist. This lets you exercise your arms by pushing upward on the bar as you trudge.

Make sure the air is circulating well about you by turning up the duct close to you. Otherwise, when you perspire, you may be creating a nightmare. For the perspiration will cling to your skin just as water always does to a solid surface in zero gravity. It does not drip off, but only grows thicker. On Skylab, astronauts used a hose blower to get it off their skins. This created a new problem because the moisture came off in sheets. Finally, they were forced to use a vacuum cleaner to suck it out of the air.

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: MY LEARNING STYLE

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Describe how people differ in the ways they learn best.

LEVEL: 4

MATERIALS NEEDED: "Learning Style Survey" worksheet (pg. 188a), pencil or pen

PROCEDURE:

1. Explain to the students that they are going to participate in an activity that will encourage them to think more about themselves and an important way they may differ from others.
2. Explain that everyone may differ in the way they learn best but that no way is better than another. (Stress that there is no right or wrong answers for this exercise.)
3. When all learning style surveys have been completed, have students discuss their responses.

COMMENTS: This activity is also excellent for acquainting the teacher with the learning style of individual students.

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.

EVALUATION: Students identified and discussed characteristics of their learning style.

RESOURCES: Learning to Learn. (Filmstrips).
Where There's A Will There's An "A". (VHS).

Learning Style Survey

Put in the sequence that fits you.

1. I like my lessons when they:
   - _____ are easy
   - _____ are fun
   - _____ are hard
   - _____ make me think
2. I like to work best:
   - _____ alone
   - _____ with one friend
   - _____ with the teacher's help
   - _____ in a small group
   - _____ in one big group
3. When studying, I find it hard to:
   - _____ understand the opinions of others
   - _____ express my own opinion in writing
   - _____ do written work
   - _____ make charts or do projects
   - _____ understand the pictures, slides, films
   - _____ learn the new words
   - _____ express my thoughts out loud
4. Which do you enjoy doing the most?
   - _____ reading
   - _____ watching films or filmstrips
   - _____ doing worksheets
   - _____ writing answers to questions
   - _____ working in a small group
   - _____ working in a large group
   - _____ working only with the teacher
   - _____ talking about your ideas in class
   - _____ listening to other students tell their ideas
   - _____ drawing or making things
   - _____ listening to lessons on tape
   - _____ asking questions
   - _____ listening to the teacher
   - _____ working with one friend
   - _____ working alone
5. I learn the most from:
   - _____ reading
   - _____ doing projects with others
   - _____ watching films and slides
   - _____ listening to the ideas of my classmates
   - _____ asking questions
   - _____ listening to the teacher explain things
   - _____ taking part in small group discussions
   - _____ writing answers to questions
6. I like it best when:
   - _____ a few boys and girls do most of the talking
   - _____ the teacher does most of the talking
   - _____ when we all get to talk if we want to
7. I do well in school when I:
   - _____ read well
   - _____ memorize all the facts in the books
   - _____ am able to think of a lot of good examples
8. Sometimes I wish:
   - _____ we could go slower
   - _____ we could go faster
   - _____ neither, because we go just right
9. Sometimes I feel:
   - _____ smart
   - _____ dumb
   - _____ mixed up or confused
   - _____ scared
   - _____ important
   - _____ unimportant

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: WHAT DO I VALUE?

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Discover differences in values.

LEVEL: 4

MATERIALS NEEDED: "Would You Rather" worksheet (pg. 189a), pencil or pen, chalkboard, chalk

PROCEDURE:

1. Present to students the concept of personal values by suggesting that each of us has different ideas and wants. These differ by what is important to us.
2. Ask students to mention some of the things they value or believe to be important in their lives.
3. Teacher may list these values on the chalkboard as they are suggested.
4. Ask the students to decide how these values may help determine the way they spend their time and/or money.
5. Distribute the worksheet and encourage each student to make choices from among the three options in each set of alternatives given.
6. Have students discuss the outcomes of the survey.

COMMENTS: Students who do not prefer any listed choices must describe their own option.

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students examined their personal values and discussed similarities and differences with each other.

RESOURCES: Attitudes and Values Spirit Masters. "Goal Getters". (Activity Books).

"WOULD YOU RATHER" WORKSHEET

Would you rather be:

_____ 1. Healthy
_____ 2. Rich
_____ 3. Smart

_____ 1. A good athlete
_____ 2. A good student
_____ 3. Good looking

_____ 1. President of the U.S.
_____ 2. An Olympic champion
_____ 3. A millionaire

_____ 1. Captain of the team
_____ 2. One of the players
_____ 3. One who watches the game

Would you rather have:

_____ 1. A lot of new books
_____ 2. A new bike
_____ 3. Dancing/music lessons

_____ 1. A trip to the zoo
_____ 2. A trip to a ballgame
_____ 3. A chance to see a ballet

_____ 1. One best friend
_____ 2. A lot of friends
_____ 3. All A's on your report card.

Would you rather:

_____ 1. Get new shoes
_____ 2. Take a nap
_____ 3. Listen to your favorite music

_____ 1. Lose a $5.00 bill
_____ 2. Go to the doctor for a shot
_____ 3. Get fussed at by your your mother

_____ 1. Take a walk
_____ 2. Get a new record
_____ 3. Go out to eat

_____ 1. Do a science experiment
_____ 2. Go to the playground
_____ 3. Listen to a story in the library

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: UNDERSTANDING OTHERS

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Recognize different strengths in classmates.

LEVEL: 4

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss areas in which they could be considered "expert".
2. Have them sign up for a day and time to "teach" their classmates their expertise.
3. Discuss the importance of being prepared, knowledgeable and clear in their presentation.
4. After each lesson, allow classmates to ask questions.

COMMENTS:

NATIONAL GUIDELINES:
II.3: Identify how people are unique as individuals.

EVALUATION: Students recognized and demonstrated skills by teaching classmates a specific subject.

RESOURCES: Farnette, Cherrie et al. I've Got Me and I'm Glad: A Self-Awareness Activity Book. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: APPRECIATING DIFFERENCES

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Identify how other countries helped in our country's development.

LEVEL: 4

MATERIALS NEEDED: A letter from each student to her/his family (pg. 191a)

PROCEDURE:

1. Discuss the word "ancestor" with the students and encourage them to suggest what they believe the word means.
2. Stress the fact that America has long been known as a melting pot because our country's greatness has been achieved due to the many differences among people.
3. Point out to the students that many of the customs and traditions that we recognize as American really originated in other countries.
4. Tell the students that a class project will be to look at the different countries that our ancestors came from and try to determine what customs or traditions they may have brought with them that make our lives more interesting.
5. Have students take the family letter (on following page) home to be filled out and returned to class.
6. Discuss letters when they are returned and allow students to show items they have brought.

COMMENTS:

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.

EVALUATION: Students explored their heritage with family and classmates.

RESOURCES: Farnette, Cherrie et al. People Need Each Other. (Activity Book).
Lipson, Greta B. and Jane A. Romatowski. Ethnic Pride. (Activity Book).

Dear ____________________________,

Our class is learning that American people have ancestors from many countries and the different kinds of people have made our country a more interesting place in which to live. Many people like to follow customs from their ancestors' countries. Others do not know very much about their ancestors because so much time has passed since they came to America.

If our family knows about our ancestors, may I share this information with my class? Would you help me with the following statements?

My ancestors came from ____________________________________

____

We have the following objects, pictures or articles of clothing from those countries: ____

____

____

The customs from those countries that our family follows are:

____

____

____

Some other items of interest would be: _____________________

____

____

____

CONCEPT: CAREER 1.1

TITLE: EMPLOYABILITY SKILLS

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Relate language arts skills to employment.

LEVEL: 4

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students discuss the importance of grammar skills in job interviews.
2. Have part of the class role play persons seeking jobs with local businesses and industries and have other students role play the personnel department employees.
3. Have students identify good and poor language usage they observed during the role play (appropriate vs. inappropriate).
4. Then have them discuss other outcomes of appropriate and inappropriate interviewing skills.

COMMENTS:

NATIONAL GUIDELINES:
IV.2: Identify personal strengths and weaknesses in academic areas.

EVALUATION: Students demonstrated good and poor grammar skills in interview situations, role played some situations and discussed the outcomes.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).
Gahris, Cindi, Career Education: Good Apple. (Activity Book).

CONCEPT: CAREER 1.1

TITLE: THE EAR

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Recognize the anatomy and physiology of the ear and careers dependent on the ability to hear well.

LEVEL: 4

MATERIALS NEEDED: Stool or chair with a revolving seat, model or picture of the human ear, blindfold

PROCEDURE:

1. Discuss the anatomy and physiology of the human ear. Discuss the semicircular canals where "sense" of balance is located.
2. Pair students: Have one student stand on one foot with eyes closed. The other student observes all movements made to correct or maintain balance.
3. Individual student: Have student sit on stool with revolving seat and place the blindfold over their eyes. Spin in a clockwise direction (3-4 revolutions), stop spin and ask student to immediately point in the direction in which he or she was spinning (student will point in opposite direction.
4. Discuss related careers that require a good sense of hearing (Ex. Piano tuner, musician, etc.).

COMMENTS: Discuss with students various debilitating conditions of the ear:

1. Motion sickness-car, air or sea.
2. Dizziness.
3. Deafness.

Invite an E.N.T. (ear-nose-throat) specialist or technician to speak to the class. Show students a model or a picture of the ear. Ask students to list careers or activities that require a good sense of balance (diver, football player, pilot, trapeze artist, tumbling, dancing, etc.).

NATIONAL GUIDELINES:

V.5: Describe how what is currently being learned relates to future career interests and aspirations.

EVALUATION: Students identified the connection between balance and the ear canals. Students discussed careers related to hearing.

RESOURCES: ENT Specialist
Funes, Marilyn and Alan Lazarus. Popular Careers. (Activity Book).
Jackson, Alice. Learning Units in Careers. (Activity Book).

CONCEPT: CAREER 1.1

TITLE: PET AND ANIMAL CAREERS

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Identify several careers related to pets and animals.

LEVEL: 4

MATERIALS NEEDED: "Pet And Animal Careers" worksheet (pg. 194a), pencil or pen

PROCEDURE:

1. Begin activity by asking students:
   A. "How many have a pet?"
   B. "What kind of pet do you have?"
   C. "From where did you get your pet?"
2. Careers related to the pet and animal industry are diverse and interesting. Some require several years of formal training, others require less. Have students brainstorm different pet and animal careers. (Check them with the "Pet and Animal Worksheet" and add any new careers).
3. Have students expand their knowledge of these careers by investigating a career that interests them and write a paper about the career.
4. Have students draw a picture of an animal to go with their paper.

COMMENTS: Invite a person involved in an unusual pet and animal career to the class.

NATIONAL GUIDELINES:
VI.1: Describe work of family members, school personnel and community workers.

EVALUATION: Students explored careers pertaining to pets and animals.

RESOURCES: Local Pet and Animal Career Practitioners
Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

PET AND ANIMAL CAREERS

Here are some careers that might interest you if you like animals:

1. Pet Store
2. Veterinarian
3. Pet Accessories
4. Animal Breeders
5. Pet Food
6. Animal Trainers
7. Pet Cemetery
8. Exotic Animal Supplier
9. Pet Registries
10. Animal Groomer
11. Zoos
12. Animal Photographers
13. Animal Shows (Fairs, Rodeo, Dog and Horse Shows, Circus, Sea World, etc.)
14. Hunting-Fishing Guides
15. Animal Dentist-Chiropractor

CONCEPT: CAREER 1.1

TITLE: OUR CITY AT WORK

GOAL: Learn about different occupations/ careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Explore the importance of places of employment in the community.

LEVEL: 4

MATERIALS NEEDED: Map of community, construction paper, scissors, pins

PROCEDURE:

1. Hang a map of your community in the classroom at a height accessible to the students.
2. Discuss the map with the students, having them point out places of employment.
3. Make small flags; label them, then attach the flag to the appropriate address on the map.
4. Discuss what kinds of work people do at the various locations and the importance of this work to the community.

COMMENTS:

NATIONAL GUIDELINES:

VI.5: Describe jobs that are present in the student's community.

EVALUATION: Students identified places of employment in the community and their value to the community.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).

CONCEPT: CAREER 1.2

TITLE: CAREER OPPORTUNITIES

GOAL: Learn about changing male/female roles.

OBJECTIVE: Expand career knowledge.

LEVEL: 4

MATERIALS NEEDED: "Occupational Titles" worksheet (pg. 196a), pencil or pen

PROCEDURE:

1. Give each student a copy of the "Occupation Titles" worksheet and review the list with students.
2. Have students pick three careers that sound interesting and have them put a mark beside their choice.
3. Ask students to identify as much of the following information as they can about their choices:
    - A. Education required.
    - B. Skills required.
    - C. Where the work takes place.
    - D. What you would do on the job.
    - E. What tools/instruments would be used.
4. Have students discuss:
    - A. Careers most often chosen by girls.
    - B. Careers most often chosen by boys.
    - C. Careers most often chosen.
5. Have students discuss their #1 choice and why they made the decision.

COMMENTS: Request an NCIS printout of careers most often indicated and those that sound interesting. Review printout with the class. (The teacher needs to be prepared to tell about some of the careers on the worksheet.)

NATIONAL GUIDELINES:

VI.3: Identify work activities of interest to the student.

VI.6: Demonstrate skills using school and community resources to learn about careers.

EVALUATION: Students identified careers of interest and characteristics about them.

RESOURCES: Nebraska Career Information System. (NCIS).
Ourth, John and Kathie T. Tamarri. Career Caravan. (Activity Book).

OCCUPATIONAL TITLES

Acrobatic Dancer
Aerospace Engineer
Horticulturist
Airbrush Painter
Animal Caretaker
Appliance Repairer
Aquarist
Aquatic Biologist
Art Therapist
Astrophysicist
Athlete
Audiologist
Auto Repair Service
Auto Salesman
Ballet Dancer
Blacksmith
Bookkeeper
Braille Proofreader
Bricklayer
Broadcast Technician
Buyer
Carder
Cartoonist
Ceramic Engineer
Chef de froid
Chemistry Technologist
Child Care Worker
Clergy
Clothes Designer
Commercial Plane Pilot
Cosmetologist
Criminologist
Curator
Dental Ceramist
Detective
Electrical & Electronics Technician
Emergency Medical Technician
Exterminator, Termite
Floral Designer
Food Tester
Fountain Server
Furniture Assembler
Geneticist
Groundskeeper
Hospital Pharmacist
Hotel-Motel Manager
Illustrator, Medical and Scientific
Interpreter & Translator
Landscape Architect
Lithographic Plate Maker
Lyricist
Maintenance Mechanic
Manufacturing/Robotics Engineer
Meat Cutter
Merchant Patroller
Missionary
Model
Motorcycle Repairer
Musician and Composer
Nuclear Medicine Technologist
Paleontologist
Photographer
Plant Pathologist
Race Horse Trainer
Real Estate Sales Agent
Research Worker
Terrazzo Worker
Ticket Agent
Ultrasound Technologist
Vending Machine Mechanic

CONCEPT: CAREER 1.2

TITLE: THINGS PEOPLE DO

GOAL: Learn about changing male/female roles.

OBJECTIVE: Identify academic skills that relate to activities of men and/or women.

LEVEL: 4

MATERIALS NEEDED: Scissors, magazines

PROCEDURE:

1. Provide students (in pairs) with scissors and magazines.
2. Ask them to select and cut out at least ten pictures which show people participating in a variety of activities.
3. Ask the pairs of students to show each (or some) of the pictures in their collection and tell briefly what the person(s) is doing.
4. Comment on the pictures as they are shown to point out the difference between various occupations and activities in which people become involved and skills needed.
5. When the pictures have been shown, select appropriate ones from any of the collections and ask the students to explain how the things they study in school might relate to what the person is doing in the activity. (Ex. Fireman: Does a fireman have to develop certain abilities to do his job well? Will a fireman need to study ways to protect the health of others? Can a fireman be a woman?)

COMMENTS:

NATIONAL GUIDELINES:

IV.3: Identify academic skills needed in several interest and career areas.

EVALUATION: Students will have cut out pictures of people working and related how what they study in school helps these people perform their jobs.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).

CONCEPT: CAREER 1.2

TITLE: WE ALL NEED SCHOOL SKILLS

GOAL: Learn about changing male/female roles.

OBJECTIVE: Identify academic skills for males and females.

LEVEL: 4

MATERIALS NEEDED:

PROCEDURE:

1. Go around class, giving each student a chance to tell about one worker in his/her family. (What job does the worker do? What school skills must he/she have to do the job?)
2. Point out to students that the academic skills they are learning right now are necessary for functioning in the adult and working world. (Can anyone think of jobs that both men and women can hold?)
3. Have students discuss academic skills they are learning and how they can be used in the jobs they shared.
4. Have students discuss the positions held by men and those by women and whether or not they could be interchanged.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

IV.3: Identify academic skills needed in several interest and career areas.

EVALUATION: Students identified workers in their family and the skills they need for their job.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).
Gahris, Cindi. Career Education: Good Apple. (Activity Book).

CONCEPT: CAREER 1.3

TITLE: WHERE...?

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Comprehend job preference and its relationship to job locality.

LEVEL: 4

MATERIALS NEEDED: Container, slips of paper, U.S. map

PROCEDURE:

1. Write the names of some occupations on slips of paper, one name on each slip, and place them in a large container.
2. Have students select a job title from the container and discuss reasons for pursuing that career or not pursuing that career.
3. Have students discuss appropriate locations for a person of that occupation to live.
4. Have students discuss moving for a new career and the consequences of the move.
5. Have students discuss other reasons for career preference (Ex. money, location, time at work, leisure time, day vs. night shift, indoor vs. outdoor).

COMMENTS: Activity could be done in small groups.

NATIONAL GUIDELINES:

VI.2: Identify occupations that can be classified according to people, things and ideas.

EVALUATION: Students will have discussed some reasons for pursuing or not pursuing certain careers.

RESOURCES: Ourth, John and Kathie T. Tamarri. Career Caravan. (Activity Book).
Charlie Brown's Career Education Program. "You May Be Moving - Charlie Brown". (Filmstrips).

CONCEPT: CAREER 1.3

TITLE: MATCHING HOBBIES AND TALENTS

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Relate interests and abilities to occupations as evidenced by ability to match hobbies and talents to prospective careers.

LEVEL: 4

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Ask students to list their hobbies.
2. Have students list the two subjects they like best, and also the two subjects they are best in.
3. Have each student list an occupation related to each chosen hobby.
4. Have students list an occupation related to subjects they are the best in and like the most.
5. Have students compare their career choices from hobbies to choices made from subject lists.
6. Have students discuss the outcomes of their choices.

COMMENTS:

NATIONAL GUIDELINES:

VI.3: Identify work activities of interest to the student.
VI.4: Describe the relationship of beliefs, attitudes, interests and abilities to careers.

EVALUATION: Students compared their interests and abilities to career choices.

RESOURCES: Why We Work. (Filmstrips).

CONCEPT: CAREER 1.3

TITLE: TWO GROUPS OF CAREERS

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Describe careers that require a person to be outside/inside most of the time.

LEVEL: 4

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Explain to the class that many careers can be divided into two groups, those that take place primarily inside and those that take place primarily outside.
2. Write "Inside" and "Outside" on the chalkboard.
3. Have students name jobs that people do: Inside and Outside.
4. Broaden students awareness by mentioning other careers: Beekeeper (O), Truck Driver (O), Ranger (O), Dress Maker (I).
5. Ask students which they prefer, being inside or outside.
6. Have students list the advantages and disadvantages of inside and outside careers.

COMMENTS:

1. Have students research a career they are interested in and write a paper about it.
2. Students could create two collages -- one depicting indoor work and one outdoor work.

NATIONAL GUIDELINES:

VI.3: Identify work activities of interest to the student.

EVALUATION: Students explored indoor and outdoor careers and advantages and disadvantages of these careers.

RESOURCES: Ourth, John and Kathie T. Tamarri. Career Caravan. (Activity Book).
Why We Work. (Filmstrips).

CONCEPT: CAREER 1.4

TITLE: WHAT INFLUENCES SALARIES?

GOAL: Learn about what it means to work.

OBJECTIVE: Recognize that educational achievement & skill training influences salaries.

LEVEL: 4

MATERIALS NEEDED: List of Careers and Salaries

PROCEDURE:

1. Begin by telling students that money earned in jobs is often influenced by the amount of education and skills you have. Examples of entry level wages are:

   Jobs For Non-High School Graduates
   Fast Food Worker = 3.35
   Lumber Handler = 3.75
   Sales-Sporting Goods = 3.50
   Film Rental Clerk = 3.75

   Jobs For High School Graduates
   Customer Service = 6.00
   Travel Agent = 5.00
   Typist = 5.50
   Flight Attendant = 6.25

   Jobs For Two-Year College Graduates
   LPN = 7.40
   Respiratory Therapist = 8.00
   Commercial Photography = 8.25
   Advertising = 7.25

   Jobs For Four-Year College Graduates
   Computer Programmer = 9.00
   Chemist = 10.00
   Forester = 7.80
   Teacher = 9.00

   Jobs For Masters Degree
   Guidance Counselor = 11.00
   Librarian = 10.00
2. Have students pick a career from the above list. Using their math skills, have them estimate the daily salary for an 8 hour day. Have them estimate the weekly salary.
3. Have students discuss salaries and other advantages or disadvantages to education and skill training (Ex. leisure, living location).

COMMENTS:

NATIONAL GUIDELINES:

VI.6: Demonstrate skills using school and community resources to learn about careers.

EVALUATION: Students examined how education and skills influence career choices.

RESOURCES: Local Job Service Representative, NCIS-Jobank Printout
Charlie Brown's Career Education Program. "How Do You Want To Live - Charlie Brown". (Filmstrips).
Why We Work. (Filmstrips).

CONCEPT: CAREER 1.4

TITLE: MANY HELPERS

GOAL: Learn about what it means to work.

OBJECTIVE: Identify careers that produce goods and services.

LEVEL: 4

MATERIALS NEEDED: Paper, pencils

PROCEDURE:

1. Have students discuss the difference between careers that produce goods and those that produce services.
2. Have students divide into small groups to brainstorm occupations and make a list.
3. Have students place a "G" by the occupation if it produces goods and a "S" if it produces services.
4. Have students keep a record of goods they consume and services used for one week. Have students share records with class.
5. Have students discuss how their lives would be affected if one of these services disappeared from the community.

COMMENTS:

NATIONAL GUIDELINES:

VI.1: Describe work of family members, school personnel and community workers.
VI.7: Identify different working conditions of jobs.

EVALUATION: Students identified some careers associated with producing goods and some that render services.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).
Ourth, John and Kathie T. Tamarri. Career Caravan. (Activity Book).

CONCEPT: CAREER 1.4

TITLE: SCHOOL WORKER INTERVIEW

GOAL: Learn about what it means to work.

OBJECTIVE: Identify positive and negative aspects to school worker careers.

LEVEL: 4

MATERIALS NEEDED: School Workers (principal, custodian, secretary, health aide or nurse, etc.),

PROCEDURE:

1. Invite the principal, custodian, secretary, health aide or nurse, etc., to come to your classroom to talk to the students about the positive and negative aspects of their jobs.
2. Prepare the students for the visit by discussing the following questions. Encourage them to think of other questions to ask which help them understand how the adults feel about working.
   A. What do you like doing in your job? Why?
   B. What do you dislike doing in your job? Why?
   C. What rewards do you get for doing your job?
   D. Why did you choose your job?
3. When the adults have gone, have the students respond to these sentence stems:
   A. "If I were the (principal, custodian, secretary, teacher, nurse, etc.), I would feel good about my job because ....."
   B. "If I were the (principal, custodian, secretary, teacher, nurse, etc.), I would dislike my job because ....."
4. Conclude this activity by asking the students to describe what they think their parents and/or other adults feel are positive and negative aspects of their jobs.

COMMENTS:

NATIONAL GUIDELINES:
VI.1: Describe work of family members, school personnel and community workers.

EVALUATION: Students identified feelings that are connected to people that work.

RESOURCES: Why We Work. (Filmstrips).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal nterests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 5

Activity Page

Learning 1.1

What Is A Classroom Made Of? 205
Community, Home And School 206
Friendship 207

Learning 1.2

Appreciating Individual Uniqueness 208
Commercial For Oneself 209
I Can Do The Job 210

Learning 1.3

Learning Style Survey 211
We All Have Choices 212
Uptight 213

Learning 1.4

Considering The Results Of Our Choices 214
Goal For Myself 215
Commitment Buttons 216

Personal/Social 1.1

Describing Self 217
Communications 218
What Can I Do? 219

Personal/Social 1.2

How We Use The Land 220
A Change In The Classroom 221
Patterns 222
A Record Of Our Year 223
A Look At Aging 224

Personal/Social 1.3

What Is A Time Line? 225
My Own Time Line 226
Feelings - Inside And Out 227

Personal/Social 1.4

Predict The Future 228
How We Spend Our Time 229
Getting To Know You 230
We Are All Different 231
Learning About Architecture 232
Ancestors From Many Countries 233

Career 1.1

New Technology 234
Careers In Plastic 235
Checking The Yellow Pages 236
The Importance Of Education 237

Career 1.2

Boys And Girls 238
How Do You Do It? 239
A Mobile Of Roles 240

Career 1.3

Career Development Record 241
How Interests Are Learned 242
Trace-A-Fad 243
Interests Of Famous People 244
Interests Have Changed 245

Career 1.4

Career Information 246
Career Choices 247
I Will Provide 248

CONCEPT: LEARNING 1.1

TITLE: WHAT IS A CLASSROOM MADE OF?

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Identify the materials in their classroom and the resources from which they come.

LEVEL: 5

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Ask students to examine the classroom setting and list on the chalkboard the types of materials and energy that are being used. (wood, paper, gas, electricity, etc.)
2. Ask and discuss with the class what products are furnished by animal life, trees, water, and minerals that are used in the materials identified in procedure one.
3. Have students discuss how we are dependent upon our natural resources for everything in our environment and how we transform and transport them.
4. Identify some occupations that provide these materials.

COMMENTS:

NATIONAL GUIDELINES:

VI.6 Demonstrate skills using school and community resources to learn about careers.

EVALUATION: Students will have identified materials and energy being used in the classroom and discussed how people are dependent upon natural resources in our environment.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: LEARNING 1.1

TITLE: COMMUNITY, HOME AND SCHOOL

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVE: Identify community resources that promote the "well being" of the people who live there.

LEVEL: 5

MATERIALS NEEDED: Butcher paper, map of community, markers

PROCEDURE:

1. Have students study and discuss a map of their local community with the class.
2. Ask students to identify those things that are essential for the maintenance and well-being of community life and what they contribute. (services, institutions & facilities)
3. Discuss which things might be considered as extras in a community.
4. Have students suggest some things they think their community needs in order to promote greater well-being for the people in the community.
5. Have students create a mural depicting an ideal community.

COMMENTS: Could also do this activity using home or school as the focal point rather than community.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have identified those things which contibute to the well-being of the community and what they contribute, identified some community needs and discussed extras their community has.

RESOURCES: Map of local community

CONCEPT: LEARNING 1.1

TITLE: FRIENDSHIP

GOAL: Learn about the school environment and learn to live in harmony with that environment.

OBJECTIVES: Identify qualities that affect friendships.

LEVEL: 5

MATERIALS NEEDED: "Say It Again Sam" worksheet (pg. 207a), pencil or pen

PROCEDURE:

1. Ask students to complete "Say It Again Sam" worksheets.
2. Discuss with students their responses to the worksheet.
3. Have students discuss how crudely stated criticisms hurt peoples feelings and are destructive to friendships while considerately stated criticisms can be helpful.

COMMENTS: This exercise is similar to "Stamp Out Negatives" in the Quest Program. It might be extended by:

1. Putting negative comments on poster.
2. Putting positive comments on cut out feet.
3. Putting feet on top of negatives.

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students will have completed the worksheet and have written the statements in a positive manner.

RESOURCES: Quest from Chronicle Guidance Publisher. (Assessment Instruments).
Communicating to Make Friends. (Activity Book).

SAY IT AGAIN SAM

People often say things that hurt other people's feelings. Read the remarks under "One Way to Say It". Then write the letter of "Another Way to Say It" on the lines below.

One Way to Say It

__________1. "Lester, you are so clumsy!"

__________2. "Stuppo Joanne, don't you know how to look up words?"

__________3. "Recess is not the time for that!"

__________4. "Oh, Cory always has crummy ideas."

__________5. "Don't choose Iris. She can't catch the ball!"

Another Way to Say It

A. "These ideas don't quite fit. We might change them a little."
B. "Maybe we could choose a different time."
C. "If you are more careful, you would not bump into things."
D. "Perhaps we could use her for another activity."
E. "Some practice with the dictionary would help you."

Care to try it? Say It Again Sam. Rewrite each of the remarks on the lines below.

6. I think Ellen is a liar.

____.

7. Audrey is just too dumb to do that project.

____.

8. Everett is too lazy to be on my committee.

____.

9. Someone stole my pencil.

____.

10. Don't you think Gail acts weird sometimes?

____.

CONCEPT: LEARNING 1.2

TITLE: APPRECIATING INDIVIDUAL UNIQUENESS

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Recognize and appreciate talents and abilities.

LEVEL: 5

MATERIALS NEEDED: Large ball

PROCEDURE:

1. Instruct the students to sit in a circle to discuss:
    - A. What do you do well?
    - B. What is something you would like to do that you haven't learned yet?
    - C. What can you do that you could teach someone else?
2. With all the students seated, have students toss the ball from one to another. Only the student who has the ball is to be talking.
3. As the ball is tossed to each student, he or she responds to the question being discussed. (Toss the ball back and forth within the circle until each student has had an opportunity to respond to question A, then likewise for question B, and again for question C.)

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have identified some talents, abilities and something they would like to learn and shared these with the group.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month to Month Me". (Reproducible Book).

CONCEPT: LEARNING 1.2

TITLE: COMMERCIAL FOR ONESELF

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Develop a more positive self-image.

LEVEL: 5

MATERIALS NEEDED: Posterboard, crayons, magic markers, water colors, brushes, scissors, magazines, newspaper, paste

PROCEDURE:

1. Ask students to make advertisements and/or commercials to sell their positive qualities.
2. Students have the option of designing a magazine or newspaper advertisement, a poster, a billboard sign, a brochure, a radio or television commercial or any other form of advertising they can think of (sweepstakes, coupons).
3. Two or more students may work together as a team; for example, one student may be a good artist, another a good writer or photographer.
4. When the students have completed their ads or commercials, have each student or team present their ad to the class.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.
I.5: Demonstrate a positive attitude about self.
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have created an advertisement or commercial to emphasize their positive qualities.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Reproducible Book).

CONCEPT: LEARNING 1.2

TITLE: I CAN DO THE JOB

GOAL: Learn about one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Examine work positions and skills for obtaining employment.

LEVEL: 5

MATERIALS NEEDED: "I Would Like" and "Contract" sheets (pg. 210a), pencil

PROCEDURE:

1. List all classroom jobs.
2. Discuss with the class work that needs to be done in the classroom.
3. Discuss traits or characteristics the person needs to complete the work.
4. Have students decide what job they would like and ask them to apply for the job.
5. Then ask students to complete the "I Would Like" sheet.
6. Have students divide into teams and assign each team a job or task on which to interview applicants.
7. Then ask each team to interview all applicants for the job they were assigned and select the student they believe should have the job.
8. When a student has completed the job interview and has been accepted for the position, have them sign the contract.
9. Have students discuss what they learned from this activity. How is this similar and different from getting a job outside of school?

COMMENTS:

NATIONAL GUIDELINES:

IX.9: Use decision-making skills to set priorities, develop personal goals and determine preferences.

EVALUATION: Students will have identified work tasks within their classroom, interviewed and selected the person they believe has the best qualities related to that job.

RESOURCES: Career Activity Books. "The Career Workbook". (Activity Book).

I WOULD LIKE

Position: ______________________________

Qualities for the Work: ______________________________

____

____

Working Hours: ______________________________

Reason for wanting the Job: ______________________________

____

____

Name: ______________________________

- -

CONTRACT

Name: ______________________________

I agree to assume the duties of: ______________________________

for ______________________________
(length of time)

I have learned the duties of this job and will complete the tasks on time.

____
Signed

CONCEPT: LEARNING 1.3

TITLE: LEARNING STYLE SURVEY

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Recognize that people differ in the ways they learn best.

LEVEL: 5

MATERIALS NEEDED: "Learning Style Survey" (pg. 211a-211b), pencil or pen

PROCEDURE:

1. Tell the students that they are going to participate in an activity that will encourage them to think more about themselves and an important way they may differ from others.
2. Explain that everyone may differ in the way they learn best but that no one way is better than another.
3. Stress that there are no right or wrong answers for this exercise.
4. Have students complete the learning style survey by rank ordering the activities in each category.
5. The leader/teacher may wish to spend some time explaining the ranking process if this kind of procedure is unfamiliar to the students.
6. When all learning style surveys have been completed, students may choose to volunteer their responses in a class discussion.

COMMENTS: May use Dunn"s Learning Style Inventory in place of or in addition to this Learning Style Survey.
This activity is also excellent for acquainting the teacher with the learning style of individual students.
The teacher can take ranked preferences to see if a pattern emerges.

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.
I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
I.7: Describe ways in which one can meet personal needs and goals through work.

EVALUATION: Students will have completed the Learning Style Survey or Learning Style Inventory and discussed their preferences in learning styles.

RESOURCES: Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. "Learning Style Inventory", pg. 95-111. (Assessment Instruments).

Learning Style Survey

Put in the sequence that fits you.

1. I like my lessons when they:

_____ are easy

_____ are fun

_____ are hard

_____ make me think

2. I like to work best?

_____ alone

_____ with one friend

_____ with the teacher's help

_____ in a small group

_____ in one big group

3. When studying, I find it hard to:

_____ understand the opinions of others

_____ express my own opinion in writing

_____ do written work

_____ make charts or do projects

_____ understand the pictures, slides, films

_____ learn the new words

_____ express my thoughts out loud

4. Which do you enjoy doing the most?

_____ reading

_____ drawing or making things

_____ watching films or filmstrips

_____ listening to my lessons on tape

_____ doing worksheets

_____ writing the answers to questions

_____ listening to the teacher all period

_____ asking questions

_____ working in a small group

_____ working with one friend

_____ working in a large group

_____ working alone

_____ working only with the teacher

_____ talking about your ideas in class

_____ listening to other students tell their ideas

_____ ask questions

5. I learn the most from:

_____ reading

_____ doing projects with others

_____ watching films and slides

_____ listening to the ideas of my classmates

_____ asking questions

_____ listening to the teacher explain things

_____ taking part in small group discussions

_____ writing answers to questions

6. I like it best when:

_____ a few boys and girls do most of the talking

_____ the teacher does most of the talking

_____ when we all get to talk if we want to

7. I do well in school when I

_____ read well

_____ memorize all the facts in the books

_____ am able to think of a lot of good examples

7. (continued)

_____ take part in class discussion

_____ write well

_____ try to be as quiet as possible

_____ write the answers to questions

_____ have my own opinion

_____ agree with the teacher

8. Sometimes I wish:

_____ we could go slower

_____ we could go faster

_____ neither, because we go just right

9. Sometimes I feel:

_____ smart

_____ dumb

_____ mixed up or confused

_____ scared

_____ important

_____ unimportant

CONCEPT: LEARNING 1.3

TITLE: WE ALL HAVE CHOICES

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Examine alternative ways of expressing feelings.

LEVEL: 5

MATERIALS NEEDED: "How Should I Respond" worksheet (pg. 212a), pencil or pen

PROCEDURE:

1. Have students complete the "How Should I Respond" worksheet.
2. Discuss the students responses to the worksheet.
3. Discuss ways one can react to situations that indicate ones feelings. (both positive and negative)
4. Discuss consequences of different responses to the same situation. (Go through each situation)
5. Discuss how the way we respond is our choice and that by that choice we also choose the consequences.

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.
II.5: Demonstrate skills in resolving conflicts with peers and adults.

EVALUATION: Students will have discussed different responses, the consequences of each response and how we choose our response with the ensuing consequences.

RESOURCES: Attitudes and Values Reproducible Activities. "Dealing With Feelings". (Reproducible Book).

HOW SHOULD I RESPOND

DIRECTIONS: The following sentences provide possible ways of reacting to a feeling. Think of possible responses to the same situation. Choose the alternative you think is best and consider what the consequences of the choice might be.

1. Another student calls you dumb.
   You should:
   A. Say "I'm smarter than you."
   B. Ignore it.
   C. Plan to get even with the person.
   D. Or ______________________________.

2. Your teacher said you were doing much better at your school work. You should:
   A. Smile.
   B. Feel embarrassed.
   C. Or ______________________________.

3. You find out that your little brother left your tape player on and the batteries are dead. You could:
   A. Say nothing and decide to put your things away in the future.
   B. Tear up something of his.
   C. Tell your mother what a brat he is.
   D. Or ______________________________.

4. Your best friend is invited to a party and you weren't invited. You could:
   A. Say "I didn't want to go anyway".
   B. Tell her/him you'll be mad if they go when you can't.
   C. Ask if you can go too.
   D. Or ______________________________.

CONCEPT: LEARNING 1.3

TITLE: UPTIGHT

GOAL: Learn how to assess one's own learning needs and where and when to seek help.

OBJECTIVE: Examine ways of dealing with uptight feelings.

LEVEL: 5

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students write down times they felt under pressure, uptight, upset or tense.
2. Have students describe the ways in which they handled the feelings.
3. Divide students into small groups and have them discuss their situations and solutions. Have a recorder give some of the examples.
4. Have students discuss ways to handle uptight feelings.
   Example: A. Try to deal with the cause of the problem.
   B. Get involved in physical activity to let off steam.
   C. Ignore the feelings and let them go away.
   D. Blame someone else for them.

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate desirable skills for interacting with and relating to others.
II.5: Demonstrate skills in resolving conflicts with peers and adults.

EVALUATION: Students will have identified some tensions they have felt, how they dealt with them and discussed ways to handle these feelings.

RESOURCES: Attitudes and Values Reproducible Activities. "Dealing With Feelings". (Reproducible Book).
Learning To Cope. (Filmstrips).

277

CONCEPT: LEARNING 1.4

TITLE: CONSIDERING THE RESULTS OF OUR CHOICES

GOAL: Learn about problem-solving skills.

OBJECTIVE: Recognize how our decisions affect the feelings of others.

LEVEL: 5

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss how when we choose to act one way or another, we need to think about what the results of our choices will be. Often our choice of action will affect our own happiness and well-being as well as affecting the feelings of others.
2. Have students select one of the following choices and consider the kinds of feelings from others that the results of the choice might produce.

    1. You choose to take your sister's bike after she said you couldn't.
    2. You choose to go to bed on time without being reminded.
    3. You choose to tell on your brother for doing something wrong.
    4. You choose to say something nice to a classmate nobody likes.
    5. You choose to use your father's new drill without asking permission.
    6. You choose to clean up your bedroom without being told.
    7. You choose to play after school instead of doing your school work.
    8. You choose to quit a game because you think others are cheating.
    9. You choose to ignore an unkind remark that another student has made about you.
    10. You choose to go to the movie instead of visiting your grandmother.

3. Have students relate and discuss the kinds of feelings others may have toward them in each of these situations.

COMMENTS: Assign these situations to small groups and role play various outcomes.

NATIONAL GUIDELINES:
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students will have identified in the above situations how what they decide to do affects how others feel toward them.

RESOURCES: Can of Squirms. (Game).
Decision Making for Success in Life. (Activity Book).

CONCEPT: LEARNING 1.4

TITLE: GOAL FOR MYSELF

GOAL: Learn about problem-solving skills.

OBJECTIVE: Recognize the importance of goal setting in using one's time and energy effectively.

LEVEL: 5

MATERIALS NEEDED: "Goal For Myself" worksheet (pg. 215a), pencil or pen

PROCEDURE:

1. Have students discuss the concept of goals. (Webster defines goal as "an end toward which effort is directed.")
   Discussion Questions:
   A. What does the word "goal" mean to you?
   B. Can you think of any games you play that have goals?
   C. What are the goals?
   D. What do you have to do to reach those goals?
   E. Have you ever set a goal for yourself outside of a game--like a goal to get certain work done?
   F. What are some situations in which you might set a goal? (Ex. School tasks, home chores)
   G. In football, what might keep you from reaching your goal?
   H. If you set a goal to finish reading a book in one week, what might keep you from reaching that goal? We often use the word "obstacle" to refer to these things that keep us from reaching a goal. What are some of the obstacles you must overcome to get to bed on time or to get your homework done?
   I. How can you set goals for accomplishing school tasks?
2. Ask the students to think of a skill they would like to work on.
3. Have them set a goal for accomplishing that skill and fill out the worksheet on the next page.
4. Have students discuss the goal they selected. Is it realistic, achievable and in what length of time?

COMMENTS: Students can keep a chart of when goal activities began, were completed, and how much time was needed for goal attainment. Some students may wish to address two or more goals at the same time.
Find a student who would volunteer to help another to reach his/her goal with encouragement, support, notes, actual assistance, etc.

NATIONAL GUIDELINES:
V.4: Demonstrate an understanding of the importance of practice, effort and learning.

EVALUATION: Students will have identified and discussed different kinds of goals and set a goal to improve a skill for themselves.

RESOURCES: Circles and Square Pegs. (Activity Book).
Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).

GOAL FOR MYSELF

Working Copy:

The goal I would like to reach this week is:
____ (Ex. Reading a book, doing a certain number of math problems, writing a two-page story, finishing a science project, etc.).

I will work on the goal:
____ (Ex. Everyday from 2 to 3 p.m., every other day, all day Wednesday, etc.).

The obstacles which might get in my way are:
(Ex. Listening to other kids talk, not organizing my time well, not liking to read, getting stuck on a word or problem, etc.).

If I get stuck or need help, I will:
____.

On Friday I will share with my classmates whether or not I reached my goal.

Final Copy:

The goal I would like to reach this week is:
____.

I will work on the goal:
____.

The obstacles which might get in my way are:
____.

If I get stuck or need help, I will:
____.

On Friday I will share with my classmates whether or not I reached my goal.

CONCEPT: LEARNING 1.4

TITLE: COMMITMENT BUTTONS

GOAL: Learn about problem-solving skills.

OBJECTIVE: Identify goals and assume responsibility for reaching them.

LEVEL: 5

MATERIALS NEEDED: Badge-a-Minute or some type of button that students can decorate and wear, paper, pencil or pen

PROCEDURE:

1. Have the students write five goals that they would like to accomplish. These may be academic, social, family or behavioral goals.
2. Ask each student to choose the goal they wish to tackle first. Have them design a button proclaiming their goal and begin wearing the button on Monday.
3. Evaluate progress on Friday. If the goal or commitment has been met, the student may choose another goal. If the goal has not been accomplished to the students satisfaction, he/she may wear the button for another week and re-evaluate.

COMMENTS: May be used with activity "Goal For Myself" (Learning 1.4, Level 5).

NATIONAL GUIDELINES:

IX.9: Use decision-making skills to set priorities, develop personal goals and determine preferences.

EVALUATION: Students will have identified five goals they would like to achieve, selected one to proclaim to others by wearing a button stating that goal.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month to Month Me". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: DESCRIBING SELF

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Identify self in terms of their settings.

LEVEL: 5

MATERIALS NEEDED: "Settings" worksheet (pg. 217a), pencils

PROCEDURE:

1. Have students complete the statements on the "Settings" worksheet.
2. Have students discuss their responses with the group.
3. Ask students to discuss ways in which we are similar and ways we are different.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.
I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.
I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have completed the statements on the worksheet, shared their responses and discussed similarities and differences.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters"; "Dealing With Feelings". (Reproducible Book).

SETTINGS WORKSHEET

NAME: ______________________________ DATE: ______________________

I am happiest when ____.

I like to play ____.

My best friends this year are ___________________________________

____.

I don't mind losing when ____.

When I have time, I like to _____________________________________.

I like to listen to ____.

I am good at ____.

I like myself because ____.

One thing I would like to change about myself is ________________

____.

When I have a problem, I ____.

I don't like to ____.

I get along best with my parents when ___________________________

____.

I get angry when ____.

I need help when ____.

I hurt others' feelings when ____________________________________.

My best subjects in school are __________________________________

____.

I need to work on improving _____________________________________.

I would like to learn about _____________________________________.

Some books that I have read this year and liked are _____________

____.

I like my teacher best when _____________________________________.

I find myself daydreaming in school when_________________________

____.

The games I like to play best are _______________________________.

Next year I want to be able to __________________________________

____.

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: COMMUNICATIONS

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Recognize the importance of both verbal and non-verbal communication.

LEVEL: 5

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students discuss how both verbal and non-verbal behavior are important in communicating with one another, and how, at times, a person may cancel out their verbal communication by the non-verbal communication they display.
2. Form dyads and give the following instructions:
   A. Face each other and take turns cancelling out everything you say by the way you look or act. For example, you might say "I really feel sorry about that" and then laugh; or very calmly say "I sure am mad;" or very angrily say "I'm not mad" or with a frowning forehead "I'm not worried."
   B. Continue on for about five minutes, cancelling out the words you say by gestures, facial expressions, tone of voice, etc.
   NOTE: COUNSELOR OR TEACHER SHOULD CIRCULATE TO FACILITATE ANY PROBLEMS THE DYADS MIGHT BE EXPERIENCING.
3. After the five minutes, have the dyads share with each other responses to the following questions:
   A. What did you experience?
   B. How did you feel about cancelling your message?
   C. What new insights did you gain?
   NOTE: WRITE THE ABOVE QUESTIONS ON A CHALKBOARD.
4. Bring dyads back together into one large group and discuss the three questions listed in #3 above in addition to the following questions:
   A. How did you and your partner cancel your message?
   B. Why is it important for a person to communicate with others, both verbally and non-verbally?

COMMENTS:

NATIONAL GUIDELINES:
VIII.1: Describe how careers can satisfy personal needs.

EVALUATION: Students will have experienced sending and receiving verbal and non-verbal messages that are in direct conflict and discussed their experience.

RESOURCES: Communicating to Make Friends. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.1

TITLE: WHAT CAN I DO?

GOAL: Learn about attitudes and their affect on self, others, and the school and family environments.

OBJECTIVE: Recognize how differences in the way people see the abilities of others may cause disagreements in the family.

LEVEL: 5

MATERIALS NEEDED: Contract for Tasks (pg. 219a)

PROCEDURE:

1. Have students generate a list of family tasks they can do or think they can do. (Ex: wash dishes, feed a pet, dust, etc.)
2. Ask the students if they can think of a time that there may have been a misunderstanding that came about in their families because they and their parent(s) (or other adult) didn't agree on the kinds of tasks or jobs that they could do.
3. Tell students that this activity is to find out what they think they can accomplish and to compare this with what their parent(s) thinks they can do.
4. Have students write on a sheet of paper those jobs that they think they could do for their family. Then ask them to take this paper home and have mom, dad, or other adult in the home indicate whether they agree or disagree..
5. Have students bring their sheets back to school and discuss their findings.
   What kind of jobs did their parent(s) most often think they could do?
   What kind of jobs did the students check that the parents didn't check?
   Why did the parents choose the one's they did?
   Did anyone's parent check all the same ones that they (the student) checked?
6. Have students choose a task which both they and their parents believe they could do without much supervision. Let each student develop a contract which includes what they will do and for what length of time (pg 219a). They may also want to use this to inform the parent about a job they would like to do.

COMMENTS:

NATIONAL GUIDELINES:
I.4: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students will have identified tasks they believe they can do, had their parent(s) agree or disagree and developed a contract with their parent(s) to learn a new task.

RESOURCES: Learning to Think and Choose. (Activity Book).

CONTRACT FOR TASKS

EXAMPLE:

Dear Mom/Dad,

During the week of October 5-11, I will agree to
(date)

feed Zeke everyday as a way of cooperating in the
(task) (frequency)

family. Also, I would like to request your help in learning

to make pizza.
(activity)

Signatures: Student's Name Mom's/Dad's Name

- -

STUDENTS CONTRACT:

Dear ____________________

During the week of ____________________, I will agree to

______________________________ ______________________________
(task) (frequency)

as a way of cooperating in the family. Also, I would like to request

your help in learning to ____.
(activity)

Signatures: ________________________ ________________________
(student) (contract with)

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: HOW WE USE THE LAND

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Differentiate between natural and crisis events.

LEVEL: 5

MATERIALS NEEDED: Three small flower pots, potting soil, flower seeds or plants

PROCEDURE:

1. Explain to the class they are going to create three environmental settings. Place seeds or plants in the potting soil and flower pots and allow to grow.
2. Once the plants are thriving, the plants will be used to demonstrate two natural events and one crisis event.
    A. One plant will be cared for properly.
    B. One plant will be deprived of necessary elements (Ex. water, sun, etc.).
    C. One plant will be placed in a crisis situation (Ex. dropped, covered, set in pan of water, etc.). Allow the plant to remain in this situation for students to observe the outcome.
3. Have the class discuss what has happened to the plants because of their setting.
4. Discuss the results focusing on the fact that individuals satisfy a number of needs by creating, altering, or maintaining the setting in which they are located.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.

EVALUATION: Students will have observed how different environments affect plant life growth and relate the example to human growth.

RESOURCES: Science Activity Packs. "Plants & Animals". (Activity Book).
Attitudes and Values Reproducible Activities. "Goal Getters". (Reproducible Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: A CHANGE IN THE CLASSROOM

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Describe self in terms of "change" and identify some personal changes.

LEVEL: 5

MATERIALS NEEDED: Whatever is in the classroom

PROCEDURE:

1. Tell the class that together you are all going to alter your classroom setting in order to make it unusual for the day.
2. At the beginning of a morning or afternoon, make some very obvious changes in the classroom, thus creating a different setting to work in for the remainder of the day. (move and regroup desks etc.)
3. When the change has been made have students discuss the changes, how they feel about these changes and how it may change their work patterns.
4. Have students discuss other changes in their life that were or are the result of changes in their environment.

COMMENTS: Discuss reactions to the concept of change.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have identified how they felt about changes in their environment (their classroom) and how it may affect their work patterns. They will have identified other changes in their life that were a result of changes in their environment.

RESOURCES: Circles and Square Pegs. (Activity Book)..

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: PATTERNS

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Identify and describe life patterns.

LEVEL: 5

MATERIALS NEEDED: Chalk, chalkboard

PROCEDURE:
1. Define life patterns (day & night, seasons, etc.)
2. Identify some recurring life patterns with the class, such as daily or weekly activities. (school year, summer time)
3. Discuss the idea of what makes up a pattern.
4. Talk about movement patterns, visual patterns and growth patterns as well as schedule patterns and time (day-night, pattern of seasons, etc.)
5. Ask the students to describe any other patterns with which they may be familiar.
6. Discuss how some patterns are beneficial and some may not be beneficial to our lives.

COMMENTS:

NATIONAL GUIDELINES:
III.6: Demonstrate healthful ways of coping with conflicts, stress and emotions.

EVALUATION: Students will have identified a variety of life patterns and discussed those which they believe are beneficial and those not beneficial to our lives.

RESOURCES: Circles and Square Pegs. (Activity Book).

289

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: A RECORD OF OUR YEAR

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Describe self in terms of happenings.

LEVEL: 5

MATERIALS NEEDED: Scrapbook (loose leaf binder)

PROCEDURE:

1. Discuss with the class that one of the ways people record time is by maintaining a diary. By keeping a record of the happenings that make up our days, we can later read over the diary and relate changes in ourselves to events which have affected us.
2. Have students describe how their families have recorded events in their families. (Diaries, photo albums or collections, etc.)
3. Have students develop a log of their school year or a designated period of time during the year.
4. Appoint a student each day or week to be the "recorder" to record important happenings for that week.
5. At the end of the year or the designated period have students review these events and discuss how these events have affected them.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have identified and discussed happenings in their lives and what affect they have had on them.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month to Month Me". (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.2

TITLE: A LOOK AT AGING

GOAL: Learn about the concept of ongoing change in school, home, and community lives.

OBJECTIVE: Recognize that older people are capable and worthwhile rather than helpless, as they are frequently portrayed.

LEVEL: 5

MATERIALS NEEDED: "Interview a Senior Citizen" questionnaire (pg. 224a)

PROCEDURE:

1. Have students discuss the ways in which older people are often thought about in our society. What are some of the words frequently used to describe the elderly?
2. Make a list of these words on the chalkboard and then have students decide whether these descriptions are positive or negative.
3. Ask students to choose an elderly person whom they know and interview them using the questionnaire on the next page. (Questions are intended to help them better understand the older person as a person who was once very much like them and who continues to have needs for attention, love, and interesting activity in his/her life.)
4. Have students suggest any additional questions that they might like to ask an older person.
5. Have students share the content of their interviews. Ask them to look for recurring or central themes that may help them better understand the feelings and concerns of older people.
6. Have students discuss "What are some things we can learn from older people?"

COMMENTS:

1. Have a senior citizen speak to the class about the changes they have seen in their lifetime.
2. Take a field trip to a retirement center.
3. Check into the adopt-a-grandparent program.

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.
II.3: Identify how people are unique as individuals.

EVALUATION: Students will have interviewed a senior citizen about what life was like when they were a child and compared it to what their life is like identifying similarities and differences.

RESOURCES: Senior Citizen
Retirement Center

INTERVIEW A SENIOR CITIZEN

1. What did you most like to do as a child?

2. Where was your favorite place to play?

3. What did you play?

4. Who was your best friend? What kinds of things did you do?

5. What was your favorite pet?

6. What did you and your family do for recreation?

7. Was there anything your parents made you do that you didn't like?

8. Describe the school you attended. The building, organization or schedule, extra curricular activities, etc.

9. Tell me about your favorite teacher.

10. What was your favorite school subject?

11. What were your favorite foods? Dessert?

12. What did your parents do to earn a living?
    How many hours did they work? ________________
    How many days per week did they work? ________________
    Did they have paid vacation time off from work? ______________

13. Did you and your parents take a vacation?
    _________yearly _________seldom ____________never

14. What do you think have been some important technological changes since you were a child?
    changes in communication - radio, TV, telephone, etc.
    changes in transportation - cars, trucks, trains, airplanes.
    changes in equipment - - - machines in the workplace, household appliances etc.

15. What do you think have been some important social changes since you were a child?
    changes in social gatherings - community get-togethers, etc.
    changes in people's travel activities

16. What do you like most about retirement?

17. What do you least like about retirement?

18. Is there anything you said you would do in retirement that you haven't done yet?

19. What hobbies or favorite interests do you have now?

20. Do you believe the "good old days" were better or is life better today? in what way(s)?

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: WHAT IS A TIME LINE?

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify how they have changed thus far in their life.

LEVEL: 5

MATERIALS NEEDED: Butcher paper, pencils

PROCEDURE:

1. Discuss with the class about developing a time line of a person's life. The time line would describe the person's past to date and the future as the individual thinks or hopes it will unfold. Such a portrayal would be based upon significant events.
2. Discuss significant events that are important in all students lives. (Ex. Learn to walk, talk, read, etc. Went to school...)
3. Have students discuss how these events have changed their lives.
4. Have students discuss future events that they are planning and how these will change their lives. (Ex: Jr H., H.S., after H.S.)
5. Make a sample composite time line using events from different student's lives.
6. Have students construct their own time lines emphasizing events up to this point in their lives and briefly extending to post H.S.

COMMENTS: May use follow-up activity of individual student's time line.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have developed a time line of significant events thus far in their lives that have changed them and discussed how events in their future will also bring changes.

RESOURCES: Circles and Square Pegs. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: MY OWN TIME LINE

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Identify personal time line.

LEVEL: 5

MATERIALS NEEDED: Butcher paper, pens, magazines, crayons

PROCEDURE:

1. Using the time line that students developed in the last exercise have them develop a more detailed time line of their future life.
2. Discuss the process of goal setting and how this helps them in completing their future time line.
3. Have students use goals set previously and/or new goals to extend their time line with a path to reach their goal(s).
4. Ask students to identify those things they have done in the past that will help them set and/or plan to reach a current goal.
5. Have students add this to the time line.
6. Discuss with class how past, present, and future all relate to reaching a goal.

COMMENTS: Not only is the past included but the students should use imaginative predictions to include the future as they think it will unfold.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
II.3: Identify how people are unique as individuals.

EVALUATION: Students will have identified those things in their past that have helped them set goals for their future, identified some goals and extended their time line using future projections.

RESOURCES: Circles and Square Pegs. (Activity Book).
The Changing Years Series. (Book Series).

CONCEPT: PERSONAL/SOCIAL 1.3

TITLE: FEELINGS - INSIDE AND OUT

GOAL: Learn about emotional, physical and intellectual development and their influence on self and others behavior.

OBJECTIVE: Recognize that a person's observable reaction in an emotional situation may differ from how he or she is feeling inside.

LEVEL: 5

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students discuss how what a person expresses may be very different from what they are actually feeling.
2. Discuss how people often wear masks to conceal what they are really feeling:

   Example: A. smiling when you want to cry,
   B. acting nice when you are really angry,
   C. trying to look patient when you are really irritated,
   D. looking interested when you are bored,
   E. hiding a guilty feeling, and
   F. hiding a secret.
   THESE MASKS SHOULD BE WRITTEN ON THE CHALKBOARD.
3. Form triads and have students take turns role playing masks mentioned. After each role is played have students describe the "gut-level feelings" that accompanied it. For example: "When you said you weren't angry, you clenched your fist and gritted your teeth; or when you were trying to look interested, you were tapping your foot and kept looking away."
4. Bring the triads together and discuss what the students experienced in their groups.

COMMENTS:

NATIONAL GUIDELINES:

I.4: Describe how one's behavior influences the feelings and actions of others.
III.2: Identify ways to express and deal with feelings.
III.5: Demonstrate ways of dealing with reactions of others under stress and conflict.

EVALUATION: Students will have identified and discussed "masks" people wear -- ways they use to hide their true feelings.

RESOURCES: Attitudes and Values Reproducible Activities. "Dealing With Feelings". (Reproducible Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: PREDICT THE FUTURE

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Develop an awareness of how inventions change our life style.

LEVEL: 5

MATERIALS NEEDED: Assortment of bolts, nuts, screws, and washers, old toys - metal and wooden, & transformers. "Can You Predict The Future" worksheet (pg. 228a), pencil or pen

PROCEDURE:

1. Show students and let them handle an assortment of nuts, bolts, and screws; old wood, metal and plastic toys.
2. Explain that these are used to build machines. Long ago things were built using hand carved wood.
3. Have students identify some inventions that have taken place recently (computers, microwaves, telephone fax machines, etc.).
4. Have them compare how inventions have changed our lives.
5. Ask students to predict the future, using the "Can You Predict The Future" worksheet (following page).
6. Have students discuss what they believe may be some changes in the future and indicate what evidence leads them to believe this may happen.

COMMENTS: Display wooden toys, metal toys and plastic toys. Discuss how the classroom of the future might look (Ex. invent: chairs, desks, etc.).

NATIONAL GUIDELINES:

IV.7: Describe how the amount of education needed for different careers varies.

EVALUATION: Students will have identified how some things used to be, some recent inventions and predicted what future inventions might evolve.

RESOURCES: Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CAN YOU PREDICT THE FUTURE

LONG AGO	TODAY
1. Wash clothes in stream	Washing Machine
2. Cooked over fire	Stove/Microwave
3. Walked or rode horses	Automobile/Aircraft
4. Lived in caves	Wooden/Cement Homes
5. Smoke signals	Satellites/Telephones
6. Write/draw with charred sticks	Pens, Pencil, Crayons
7. Weapons of rocks and sticks	Missiles, Nuclear Bombs
8. Clothes of animal skins	Various Man-made Fabrics and Cottons
9. Parents teach	Teachers, Televisions, Computers
10. Toys of rocks and sticks	Manufactured toys

THE FUTURE

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: HOW WE SPEND OUR TIME

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Define the meaning of roles, settings, and events.

LEVEL: 5

MATERIALS NEEDED: Tag board, felt marker, paper, pencils

PROCEDURE:

1. Have students identify three dominate activities or roles in which people are engaged daily (Ex. Work, play, physical need, eat, sleep, personal hygiene).
2. Have the students come up with definitions of the activities and the settings in which they take place.
3. Have each student interview two adults concerning the adult's activities during the course of a typical week. (Time and activities devoted to work, play or leisure and attending to physical needs.)
4. Have students identify their own activities in a typical week. (Time devoted to work, play or leisure and attending to physical needs.)
5. Have students compare how their activities are similar to and different from adults.

COMMENTS:

NATIONAL GUIDELINES:
I.8: Relate knowledge of self to a variety of occupations.

EVALUATION: Students will have defined and identified activities related to work, play and meeting physical needs and compared theirs to those of adults.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month to Month Me". (Reproducible Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: GETTING TO KNOW YOU

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Demonstrate listening skills as a way to know one another.

LEVEL: 5

MATERIALS NEEDED:

PROCEDURE:

1. Have students break into small groups (preferably 2-3 people in each).
2. Have students take turns speaking in their group.
3. Ask students who are not speaking to focus on what the speaker is saying.
4. Have each speaker respond to the following questions:
    - A. Do you have brothers or sisters?
    - B. What is your favorite food?
    - C. What is your favorite TV show?
    - D. What games do you like to play?
    - E. What is your favorite subject?
    - F. What is your favorite book?
    - G. Do you have a pet? Name. If not, would you like one?
    - H. What hobbies do you have?
5. After each student has shared their answers, have the listener tell about the person they interviewed.
6. Have students evaluate - - "Were you a good listener?"
7. Discuss the importance of being a good listener in order to get acquainted and understand others.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.
II.4: Demonstrate desirable skills for interacting with and relating to others.

EVALUATION: Students will have practiced their listening skills by listening to another person respond to a set of questions and then repeating that information to others.

RESOURCES: Communicating to Make Friends. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: WE ARE ALL DIFFERENT

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Recognizing differences in cultures.

LEVEL: 5

MATERIALS NEEDED: Magazines, posterboard, scissors, glue, chalkboard, chalk

PROCEDURE:

1. Have students discuss how cultures differ (Ex. Clothing, foods, music, dances, etc.).
2. Have students brainstorm customs they know of and/or that they have in their family. Write these on the chalkboard.
3. Have students cut out pictures of different cultures and make a group "culture collage" to be displayed in the room.

COMMENTS: Students could bring food, clothing or other articles from their family heritage.

NATIONAL GUIDELINES:

II.3: Identify how people are unique as individuals.
II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students will have identified and constructed a collage showing differences in clothing, food, music, dances, etc. between cultures.

RESOURCES: Lipson, Greta B. and Jane A. Romatowski. Ethnic Pride. (Activity Book).
Living Together In America. (Poster).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: LEARNING ABOUT ARCHITECTURE

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Examine different cultures through architecture.

LEVEL: 5

MATERIALS NEEDED: Magazines, posterboard, glue, scissors

PROCEDURE:

1. Have students discuss different types of architecture and why they were built (Ex. Igloos, cave dwellings, mud huts, bamboo shelters).
2. Have students discuss different styles of architecture. (English, French, Spanish, Italian, etc.)
3. Discuss with students how the architectural design of many buildings in the United States show influence from other countries. (Analyze pictures of U.S. government buildings, Washington D.C., cathedrals in the U.S., etc.)
4. Ask students to locate pictures of different types of architecture that represent different countries to share in class.
5. Cut pictures that represent cultural influence in architecture from magazines and make a group collage with pictures.

COMMENTS:

NATIONAL GUIDELINES:

II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students will have identified and discussed architectural styles of other countries and their influence on architectural styles in the United States.

RESOURCES: Griswold, Vera Jo and Judith Starke. Multi Cultural Art Projects. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 1.4

TITLE: ANCESTORS FROM MANY COUNTRIES

GOAL: Learn about differences among people's cultures and lifestyles.

OBJECTIVE: Increase awareness of the importance of other countries in our country's development and encourage each student to be proud of her/his heritage.

LEVEL: 5

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students define the word "ancestor" and discuss the meaning.
2. Have students discuss the idea that America has long been known as a "melting pot".
3. Discuss that many customs and traditions that we recognize as American really originated in other countries and have been brought here.
4. Ask students to identify the different countries that their ancestors came from and try to determine the customs or traditions they may have brought with them. (Have students ask their parents and grandparents, if possible, about their ancestors and where they came from and some family traditions.)
5. Have students write a paper on their heritage, customs and traditions. Have them include any ways in which their family still uses the customs, or any stories of interest.
6. Have students bring memorabilia to school from their families heritage, if possible. (Ex. Pictures, clothing, food, etc.)
7. Have students share their cultural heritage, family customs and traditions.

COMMENTS: On a world map, place markers to show the countries represented by the class members.

NATIONAL GUIDELINES:

II.1: Make positive statements about self and others.
II.9: Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

EVALUATION: Students will have identified the countries represented by the students through their ancestors and related some traditions and customs that have been brought to America as a result.

RESOURCES: World map
Lipson, Greta B. and Jane A. Romatowski. Ethnic Pride. (Activity Book).

CONCEPT: CAREER 1.1

TITLE: NEW TECHNOLOGY

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Identify the terms technology and careers. Relate recent technological advancements in several career clusters.

LEVEL: 5

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Write definitions on the chalkboard:
   Technology-Scientific method of achieving a useful design.
   Career-An occupation for which a person prepares himself/herself, both mentally and physically and through which one derives a livelihood.
2. Write on the chalkboard the following six career clusters.
3. Have students discuss the useful designs under each of these career cluster headings.
   - Health
     - Nuclear Magnetic
     - Radiation
     - Laser
     - CAT Scan
     - Computers
   - Transportation
     - Space Shuttle
     - Supersonic Aircraft
     - Bullet Trains
     - Computers
     - Auto Design
   - Communication
     - Satellites
     - Fiber Optics
     - Superconductors
     - Cable TV
     - Computers
   - Construction
     - Laser
     - Solar Heat
     - Computers
   - Business & Office
     - Computers
     - Word Processors
   - Consumer & Homemaking
     - Microwave
     - Computers
4. Have students discuss how computers have had a profound effect on every career cluster.
5. Have students ask their parents how computers are used at their workplace and share with the class.
6. Ask students: "How has technology affected your life? Do you use computers in school or at home?"

COMMENTS: "Spinoff" is a NASA publication that explains how technology developed through the Space Program can be transferred to other uses creating new products and new jobs.

NATIONAL GUIDELINES:

V.5: Describe how what is currently being learned relates to future career interests and aspirations.

EVALUATION: Students will have discussed some of the effects of new technology on six of the career clusters and in turn, effects on careers, occupations and the way we do some tasks.

RESOURCES: Spinoff

CONCEPT: CAREER 1.1

TITLE: CAREERS IN PLASTIC

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Recognize many uses for plastic and discuss the variety of careers resulting from or dependent upon plastic.

LEVEL: 5

MATERIALS NEEDED: Play dough, cardboard, popsicle sticks.

PROCEDURE:

1. Have students discuss what plastic is and the variety of items that are made from plastic. (The word plastic comes from the Greek word "Plastikos" which means "to form or fit for molding". Developed in the early 1930's.)
   - A. Plastics are man-made materials.
   - B. Common Uses:
     1. PVC (Polyvinyl Chloride) pipes and furniture
     2. Fiberglass boats, drapes
     3. Packaging-bottles, bags, ribbon
     4. Sports Equipment-whiffle ball, bats, yo-yo
     5. Fiber Optics-Communications
     6. Eating utensils, plates, and cups
2. Have students make a list of articles made of plastic found in the classroom.
3. Ask students to name the materials these articles would be made from if they were not plastic.
4. Have students name some occupations that depend on plastic in some form.
5. Give each student a piece of play dough, which is a form of plastic and ask them to make a play dough figure representing a career.
   - A. Students draw a pattern on the tagboard, place the pattern piece on the flattened playdough and cut out using a popsicle stick.
   - B. Figure could consist of several overlaying pattern pieces.

COMMENTS: From the telephone book's yellow pages, find a business or industry that uses, manufactures, or distributes plastic materials to come speak to the class.

NATIONAL GUIDELINES:
VI.3: Identify work activities of interest to the student.

EVALUATION: Students will have defined "plastics", identified many items made from plastic and named a variety of occupations that rely on plastic.

RESOURCES: Telephone Book's Yellow Pages under "Plastics"

CONCEPT: CAREER 1.1

TITLE: CHECKING THE YELLOW PAGES

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Recognize various businesses as listed in the yellow pages of the local telephone book.

LEVEL: 5

MATERIALS NEEDED: Telephone directory

PROCEDURE:

1. Using the yellow pages of a local or a regional telephone directory, have students locate and list some occupations with which they are unfamiliar.
2. Assign each student two or three occupations to find out what they do.
3. Then have students share their descriptions for these occupations with the class. (Tell what they do).
4. Have students discuss these occupations with emphasis on the question, "Were you aware these occupations were here in your community?".

COMMENTS: Yellow page listings vary from city to city. Select businesses that are available in your area.

NATIONAL GUIDELINES:

VI.2: Identify occupations that can be classified according to people, things and ideas.

VI.5: Describe jobs that are present in the student's community.

EVALUATION: Students will have identified and obtained descriptions of occupations that were previously unfamiliar to them and are located in their community.

RESOURCES: Telephone Directory-Yellow Pages

CONCEPT: CAREER 1.1

TITLE: THE IMPORTANCE OF EDUCATION

GOAL: Learn about different occupations/careers (career clusters). Leisure time as opportunity for occupation/career.

OBJECTIVE: Explore occupations in which they are interested and the education needed for that career.

LEVEL: 5

MATERIALS NEEDED: Pole tree stand, cardboard, scissors, markers, crayons, student-made costumes (make from paper), chart paper

PROCEDURE:
1. Make a totem pole.
2. Have students select a job that they think they might like. Make a cardboard tag and write the name of the occupation on it to attach to the totem pole. Discuss educational requirements for the jobs that students have selected.
3. Have students conduct a poll of neighborhood workers. Ask the following questions:
   - A. What is your job?
   - B. Did you have to go to high school to get your job?
   - C. Did you have to attend college to get your job?
   - D. Did your employer train you after he hired you?
   - E. Could you have gotten your job without any job education?
4. Have students tabulate the results and reach some conclusions based on their findings.
5. Develop a class chart of their findings.
6. Have students discuss the results of their survey. What do the results indicate? Which jobs that students selected were represented in their survey?

COMMENTS:

NATIONAL GUIDELINES:

V.6: Describe how one's role as a student is like that of an adult worker.

EVALUATION: Students will have selected some careers that interest them, discussed education required for those jobs and conducted a survey of workers, their jobs and their education level for those jobs.

RESOURCES: Attitudes and Values Reproducible Activities. "The Career Workbook". (Activity Book).

CONCEPT: CAREER 1.2

TITLE: BOYS AND GIRLS

GOAL: Learn about changing male/female roles.

OBJECTIVE: Determine whether sex role stereotype attitudes influence how students act out and respond to situations.

LEVEL: 5

MATERIALS NEEDED: Slips of paper in a container

PROCEDURE:

1. Explain to the class that you have prepared a game for them which is very similar to charades. You have prepared a number of slips of paper of which has either "boy" or "girl" written on it. You have also prepared a number of situations. Have the students act out the ending to the situations. The rest of the class guesses what the actor/actress is acting out.
2. Have each student draw two slips of paper. One slip tells them to be a boy or a girl. The other slip tells them about a situation.
   Some possible situations:
   - A. Two fellow employees, one male and one female get into a hot argument.
   - B. A fellow employee is cheating the employer.
   - C. Lost company uniform.
   - D. An employee under your supervision is regularly late for work.
   - E. Your car or other prized possession is stolen at work.
   - F. Birthday at work.
   - G. Receiving an "Outstanding Employee Award".
   - H. Participate in a leisure activity with friends outside of work.
3. Have students act out the ending of the situation they drew.
4. The class then tries to guess whether they are acting as a boy or a girl and identify the situation.
5. After students have completed the game, ask them to discuss what took place.
   - A. Was it easier to guess the situation or the sex they were portraying?
   - B. Do boys and girls act differently in similar situations?
   - C. Are boys and girls treated alike or different in similar situations?

COMMENTS: Try to have each situation role played by a student acting as a boy and repeated by a student acting as a girl.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have played charades and discussed whether it was easier to identify the situation or the sex being portrayed as a way of determining whether attitudes toward sex roles have changed.

RESOURCES: Can of Squirms. (Game).

CONCEPT: CAREER 1.2

TITLE: HOW DO YOU DO IT?

GOAL: Learn about changing male/female roles.

OBJECTIVE: Identify the physical activities associated with various jobs and roles.

LEVEL: 5

MATERIALS NEEDED:

PROCEDURE:

1. Explain to the class that different members will be asked to demonstrate activities in different job roles.
2. They are not going to be using any verbal cues.
3. They will role play the worker's duties.
4. The rest of the class will guess what jobs are being acted out.
5. Have the student discuss the physical activities of the job they just performed.
    - A. Is there a lot of activity or little activity?
    - B. Is there a great deal of heavy lifting or very little?
    - C. Can the job be performed by both men and women, why or why not?

COMMENTS: Ask individual students to act out the physical activities associated with various jobs.
Some suggested jobs:

1. Teacher
2. Farmer
3. Banker
4. Child
5. Truck Driver
6. Welder
7. Parent
8. Fast Food Worker

NATIONAL GUIDELINES:
XI.2: Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

EVALUATION: Students will have role played physical activties of a variety of jobs, discussed the level of activity required and whether the job can be performed by both men and women.

RESOURCES: Ourth, John and Kathie T. Tamarri. Career Caravan. (Activity Book).

CONCEPT: CAREER 1.2

TITLE: A MOBILE OF ROLES

GOAL: Learn about changing male/female roles.

OBJECTIVE: Describe self in terms of their roles.

LEVEL: 5

MATERIALS NEEDED: Coat hangers, yarn, towels, scissors, glue, magazine with pictures

PROCEDURE:

1. Have students discuss the concept of different roles that we all have in life.
2. Ask students to construct a mobile which describes the different roles in their life, such as:
    A. Student
    B. Son/daughter
    C. Brother/sister
    D. Community member/Boy Scout/Girl Scout, etc.
    E. Leisure time activities - soccer player, bicycle rider, etc.
3. Distribute magazines to students and ask them to create a mobile of the roles in their life.
4. Have each student explain their mobile to the rest of the class and display them in the classroom.
5. After students have completed explaining their mobiles, have students discuss some of their activities. Do boys and girls predominantly participate in traditional boy or girl activities or do both boys and girls participate equally?

COMMENTS: Explain that each person is going to create a personal Role Mobile. Students create their mobiles by your model. Display the finished products in the classroom.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have constructed and explained a mobile identifying their many roles an discussed whether they participate in traditional sex stereotyped activities (Ex. Girls play dolls, boys play ball).

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Reproducible Book).

CONCEPT: CAREER 1.3

TITLE: CAREER DEVELOPMENT RECORD

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Develop an individual Career Development Record that indicates career interests as personal growth in attitudes, interests, aptitudes and achievements change.

LEVEL: 5

MATERIALS NEEDED: "Career Development Record" worksheet (pg. 241a), pencil or pen

PROCEDURE:

1. Have students discuss career development. (As we learn more and become familiar with a variety of careers, we develop more interests.)
2. Have students describe a Career Development Record.
   A. What is it?
   B. What should it contain?
   C. What is its purpose?
   A Career Development Record is a history of individual student career aspirations including their aptitudes, interests, attitudes and achievements. The record, to be most effective, should be continued through junior high and high school. The Career Development Record could be used by teachers and counselors to better understand the aspirations of their students K-12. Teachers'/Counselors' may determine what time this assessment should be administered during the school year.
3. Ask students to complete the "Career Development Record" worksheet.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students discussed career development and filled out their Career Development Record.

RESOURCES: Student File (Records of Achievements and Interests).

CAREER DEVELOPMENT RECORD

____
Student's Name

GRADE 5 DATE:__________

High Interest Subject

____
Low Interest Subject

____
Prefers Activities:

Outside_____Inside______Both______

Physically:

Active______Average______Sedentary______

Achievements(s)

____

____

Hobby/Interests(s)

____

____

Wants to be a: _______________________________

Comments:

____

____

CONCEPT: CAREER 1.3

TITLE: HOW INTERESTS ARE LEARNED

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Recognize how interests may be learned and that they may change.

LEVEL: 5

MATERIALS NEEDED: Magazines with pictures, posterboard

PROCEDURE:

1. Have students make a collage entitled "How interests are learned."
2. Have students divide their posterboard into four sections.
    - A. In the first section, include pictures to represent learning from others (Ex. A person shows another how to do something).
    - B. In the second section, use pictures showing students "observing objects" in a positive context (Ex. A display of arts, crafts, tools of a trade, industry or business).
    - C. In the third section, use pictures that show "exposure" (Ex. Tours, being near an activity in progress, shadowing.
    - D. In the fourth section, use pictures that indicate modeling (Ex. Wanting to be like someone).
3. After students have completed their collages, ask each student to show and describe their collage to the class.
4. Ask students to identify one interest that they have and relate what they believe was the most important influence in their selecting that interest.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have constructed a collage, described it to the class, identified an interest that they have and the greatest influence in selecting that interest.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Reproducible Book).

CONCEPT: CAREER 1.3

TITLE: TRACE-A-FAD

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Describe influences that lead to the development of interests.

LEVEL: 5

MATERIALS NEEDED: Bulletin board

PROCEDURE:

1. Have students define the term "fad" (What is a fad?).
2. Ask the class to choose a fad of which they are aware. (Ex. Clothing fads are very obvious and easy to trace).
3. Have students present their ideas of how a fad begins in terms of exposure, modeling and positive associations.
4. Ask students to obtain information to trace the development of the fad.
5. After students have developed an understanding of a fad, ask them to discuss whether certain careers, at times, could be considered a fad.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have defined "fad", traced the development of a fad and discussed whether certain careers, at times, could be considered a fad.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month to Month Me". (Activity Book).
Recent popular magazines and newspapers.

CONCEPT: CAREER 1.3

TITLE: INTERESTS OF FAMOUS PEOPLE

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Describe influences in establishing new interests.

LEVEL: 5

MATERIALS NEEDED: Biographies or autobiographies of various people

PROCEDURE:

1. Have students name a famous person whom they admire.
2. Ask students to discuss the qualities which they admire about that person.
3. Have students discuss how they believe this person has, in any way, influenced their life.
4. Then have students respond to the question, "Would you choose to pursue a career like that famous person you admire?".

COMMENTS:

NATIONAL GUIDELINES:

I.2: Describe positive characteristics about self as perceived by self and others.
IX.1: Discuss choices that he/she makes.
VI.3: Identify work activities of interest to the student.

EVALUATION: Students will have identified a famous person that they admire, the qualities of that person and the possible influence that person may have on their own career selection.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month to Month Me". (Activity Book).
Biographies or autobiographies of famous people.

CONCEPT: CAREER 1.3

TITLE: INTERESTS HAVE CHANGED

GOAL: Learn about one's own personal interests and preferences related to careers.

OBJECTIVE: Describe changes in interests.

LEVEL: 5

MATERIALS NEEDED: Paper and pencil for each student

PROCEDURE:

1. Have students discuss the changes in their interests in just the last year or two.
2. Have students divide their sheet of paper into two columns.
3. In the first column, identify interests they had last year.
4. In the second column, have students write interests that they have added this year.
5. Have each student compare their two lists. How have their interests changed? Have they kept the old ones and added new ones, made substitutions or just grown with the old ones?

COMMENTS: Refer to prior activity to help student realize the changes in interests.

NATIONAL GUIDELINES:

I.6: Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.

EVALUATION: Students will have identified their interests this year and last year and compared how they have changed.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month to Month Me". (Activity Book).
Circles and Square Pegs. (Activity Book).

CONCEPT: CAREER 1.4

TITLE: CAREER INFORMATION

GOAL: Learn about what it means to work.

OBJECTIVE: Identify some resources for career information.

LEVEL: 5

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students identify resources for obtaining career information. List on the chalkboard:
   - A. Resources in the library
   - B. Resources in the counselor's office
   - C. Nebraska Department of Labor
   - D. Occupational Outlook Handbook (OOH)
   - E. Newspapers, magazines, etc.
2. Have students discuss the kinds of information they may need to make a career choice.
   - A. Abilities, aptitudes, interests
   - B. Requirements of the job
   - C. Education, training, etc. needed
   - D. Etc.
3. Have students identify and discuss the variety of places (agencies and institutions) one can obtain information about careers.

COMMENTS:

NATIONAL GUIDELINES:

VI.6: Demonstrate skills using school and community resources to learn about careers.

EVALUATION: Students will have identified some resources for obtaining career information, discuss the kind of information they would need and the agencies and institutions where the information may be obtained.

RESOURCES: School and Public Library
Nebraska Department of Labor
Occupational Outlook Handbook. (OOH)
Newspapers
Magazines

CONCEPT: CAREER 1.4

TITLE: CAREER CHOICES

GOAL: Learn about what it means to work.

OBJECTIVE: Examine relationships between careers and lifestyles.

LEVEL: 5

MATERIALS NEEDED:

PROCEDURE:

1. Have students research career clusters related to mathematics.
2. After selecting a career cluster related to mathematics, ask students to choose three jobs within that cluster.
3. Have students identify the lifestyle that goes with each of the jobs they have selected.
4. Have students discuss how career choices can influence one's lifestyle.
5. Ask each student to share with the class one of their selected careers with opportunities in the 1990's. (Explain geographical location of the job, travel required with the job, income range, education required, etc.)
6. Have students discuss advantages and disadvantages of the jobs selected and whether they would still be interested in that job.

COMMENTS: Students may like to display the information about these jobs on a bulletin board in their classroom. Resource people working in jobs identified by the students may be invited to explain their lifestyle connected with their job.

NATIONAL GUIDELINES:

IV.3: Identify academic skills needed in several interest and career areas.
IV.7: Describe how the amount of education needed for different careers varies.
V.1: Identify and discuss different types of work, both paid and unpaid.

EVALUATION: Students will have selected three jobs related to math within a career cluster and determined the lifestyle of those careers. From these three, they will have selected one on which to report to the class.

RESOURCES: Ourth, John and Kathie Tamarri. Career Caravan. (Activity Book).

CONCEPT: CAREER 1.4

TITLE: I WILL PROVIDE

GOAL: Learn about what it means to work.

OBJECTIVE: Examine occupations of interest and their contributions to the community.

LEVEL: 5

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students divide a piece of paper into two columns.
2. At the top of each column, write the title of two occupations of most interest to each student.
3. Have students list in the column all the contributions their chosen job makes to the community.
4. Have class or small groups rank order their occupations from most needed to less needed in the community.

COMMENTS:

NATIONAL GUIDELINES:

VI.3: Identify work activities of interest to the student.
VI.5: Describe jobs that are present in the student's community.
VIII.2: Describe the relationship between the needs of occupations and those of society.
VIII.3: Describe the contributions of major industries, products and services available in the local community.

EVALUATION: Students will have identified two jobs of most interest to them, identified the contributions that job makes to the community and rank ordered those they believe are less/most needed.

RESOURCES: Decision Making for Success in Life. (Activity Book). Attitudes and Values Reproducible Activities. "Goal Getters". (Reproducible Book).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 6

Activity Page

Learning 2.1

Friendship . . . 249
Rules, Who Needs Them? . . . 250
I Can Be Happy For Hours, Just . . . 251

Learning 2.2

Effective Study Skills . . . 252
The Whole Day Long . . . 253
The Path Of My Life. . . . 254

Learning 2.3

What I Am Like . . . 255
What Do I Know About Myself. . . . 256
I Can Do Well With . . . 257

Learning 2.4

Decision Making. . . . 258
Making Decisions . . . 259
Ingredients Of Success . . . 260
Life Paths . . . 261
Setting Goals. . . . 262
Planning To Implement Goals. . . . 263
Risk . . . 264
Drug and Alcohol Awareness . . . 265
Myths And Realities Of Drugs/Alcohol . . . 266

Personal/Social 2.1

Positive Role Models . . . 267
Profiles In Courage: Trying, Results And Starting Again . . . 268
Displaying Emotions. . . . 269

Personal/Social 2.2

Organizing A New Planet. . . . 270
Me, Myself And I . . . 271
What Is Important. . . . 272

Personal/Social 2.3

Motor Skills . . . 273
Am I Someone Who?. . . . 274
Abilities And Interests. . . . 275

Personal/Social 2.4

Fun And Jobs . . . 276
Personal Time Pie. . . . 277
When I Have Time . . . 278

Career 2.1

Relationship Between Education And Career Placement. 279
Recreation Careers . . . 280
Preparing For A Career . . . 281
Interpreting Career Information. . . . 282

Career 2.2

Getting Information About Careers. . . . 283
What Kinds Of Work Are There?. . . . 284
Workers In The School. . . . 285

Career 2.3

Artistic Occupations . . . 286
Strengths Related To Jobs. . . . 287
Interests Related To Career Selections . . . 288
I Want To... . . . 289

Career 2.4

How Are People Different?. . . . 290
Why Do People Work?. . . . 291
Life In A Company. . . . 292

CONCEPT: LEARNING 2.1

TITLE: FRIENDSHIP

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Analyze how one's actions affect others.

LEVEL: 6

MATERIALS NEEDED: "Fact or Prejudice?" handout (pg. 249a)

PROCEDURE:

1. Discuss the difference between fact or prejudice.
2. Have students fill out "Fact or Prejudice?" worksheet.
3. Using the worksheet, have students discuss how these assumptions affect the person and you.
4. Discuss how others influence our feelings and behaviors.

COMMENTS:

NATIONAL GUIDELINES:
I.3: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students will have completed the "Fact or Prejudice" worksheet, discussed the difference between fact and prejudice and described ways in which others' opinions can affect one's behaviors.

RESOURCES: Relationships and Values: What Really Matters?.
"Friendship: Caught in the Middle". (Filmstrips).
Games Children Should Play. (Activity Book).

FACT OR PREJUDICE?

INSTRUCTIONS: In the blank provided, write P if the statement is prejudiced; write NP if the statement is not prejudice; and write CD if your group cannot decide.

_____1. She's the one who stole the candy. See the chocolate on her mouth?

_____2. He will flunk the test. He usually does.

_____3. She has blond hair and blue eyes. She's wearing a red dress.

_____4. He will win the election. He's the teacher's favorite.

_____5. Look at the way he dresses. He must be very poor.

_____6. He looks funny. He must be mentally retarded.

_____7. His hair is very curly, and he has black eyes. He is tall, too.

_____8. I know you'll like her. She's pretty.

_____9. That teacher is really strict. My friend told me she gives homework every night.

_____10. Of course he was cheating. His book was open, wasn't it?

_____11. He can really catch a ball. He has big hands.

_____12. She must be very sly. Look how her eyes are slanted.

_____13. I don't want to play with him. His skin is a different color.

_____14. She will probably lose the game for us. She's so slow.

_____15. Her eyes are crossed. She wears pigtails, too.

_____16. Don't play with her. She looks funny.

_____17. He wears glasses. He must be a good reader.

_____18. He's very tall and slim. He must be a fast runner.

_____19. Oh, don't choose him. He's too smart.

_____20. She said she doesn't want to play because she is tired.

CONCEPT: LEARNING 2.1

TITLE: RULES, WHO NEEDS THEM?

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Examine the need for rules and laws.

LEVEL: 6

MATERIALS NEEDED: Paper, pencils, "Rules, Who Needs Them?" discussion questions

PROCEDURE:

1. Play the following game to introduce rules and laws.
2. Have students sit in pairs with one sheet of paper and two pencils.
3. Have students draw two vertical lines on their paper.
4. When finished, tell the students they are to begin at the signal. The first pair finished wins the game.
5. Give the signal to begin. (Students will realize they have no rules to follow to play a game. They do not have the necessary information to proceed.)
6. Have students discuss need for laws and rules. (Provide reinforcement for students who follow group discussion rules, encourage listening and accepting other opinions.)
7. Have students respond to the list of questions on the following page to guide the discussion.
8. Conclude the activity by asking students why it is important to follow rules and obey laws.

COMMENTS: Some questions may need some research and could be discussed further at another time.

NATIONAL GUIDELINES:

II.4: Demonstrate an appreciation for the similarities and differences among people.

IX.2: Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.

EVALUATION: Students will have identified several reasons why we need rules and laws at home, school or in the community, at work or at play.

RESOURCES: What Would You Do? (Activity Book).
Attitudes and Values Spirit Masters. "Values Spirit Masters". (Activity Book).
Berry, Joy Wilt. The Survival Series for Kids: What To Do When Your Mom and Dad Says...Don't Hang Around With The Wrong Crowd. (Book Series).

RULES, WHO NEEDS THEM?

Discussion Questions

1. Why weren't you able to play the game?
2. At what other times do we need rules and laws?
3. List some of the rules we have in school, at home and in the community.
4. What happens when a person breaks a rule at school? At home? In the community?
5. Who makes the rules at school? At home? In the community?
6. How do you show respect for authority?
7. Give examples of a time when it would be all right to break a rule or law.
8. Tell why you think a person might take something from a store without paying for it.
9. What are the laws about shoplifting in our community?
10. What happens to shoplifters?
11. What are some other things a person might do that would not be against the law?
12. What are the laws about school attendance?
13. What happens to students who play hooky?
14. What do you think is the most important rule we have in school? Give reasons for your choice.
15. What is the most important rule in your home?
16. What is the most important law in our community? Give reasons for your choice.

CONCEPT: LEARNING 2.1

TITLE: I CAN BE HAPPY FOR HOURS, JUST....

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Describe a leisure activity that can be done for hours.

LEVEL: 6

MATERIALS NEEDED:

PROCEDURE:
1. Have students discuss leisure activities.
2. Have students compose a paper entitled "I Can Be Happy For Hours, Just...."
3. Have students make a cartoon illustration showing their leisure activity.
4. When finished, have students present their paper and illustration to the class and ask them if this leisure activity helps relieve tension when they do it.

COMMENTS:

NATIONAL GUIDELINES:

II.5: Demonstrate tolerance and flexibility in interpersonal relationships and group participation.

X.4: Assess personal leisure time choices in relationship to one's developing life style and the attainment of future educational and career goals.

EVALUATION: Students will have identified and drawn an illustration of an activity in which they participate that makes them happy.

RESOURCES: Charlie Brown's Career Education Program. "Leisure Time Is Important - Charlie Brown". (Filmstrips).

CONCEPT: LEARNING 2.2

TITLE: EFFECTIVE STUDY SKILLS

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify good study habits and techniques.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Make two columns on the blackboard, one for good study habits, one for poor study habits.
2. Have students brainstorm good and poor study habits.
3. Have students discuss good and poor study habits. (Ex. Budgeting time, eliminating distractions, note taking, memorizing important facts, using study aids, outlining, reviewing)
4. Have students discuss ways of improving study habits.

COMMENTS: Students could try to develop a new study habit for a week and then discuss results.

NATIONAL GUIDELINES:
IV.3: Assess individual strengths and weaknesses in the basic academic disciplines.

EVALUATION: Students will have identified good and poor study habits and discussed ways they can improve their own study habits.

RESOURCES: Where There's A Will, There's An "A". (VHS).

CONCEPT: LEARNING 2.2

TITLE: THE WHOLE DAY LONG

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify activities of work, study and leisure.

LEVEL: 6

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list everything they did for the last two days in the following categories:
   - A. Work
   - B. Leisure
   - C. Study
2. Have students form small groups to discuss their activities.
3. While in small groups, have students discuss which activities they would like to use (of someone elses') to help them study, enjoy leisure time or work.

COMMENTS: Student's papers can be posted on a wall so students can compare each others activities.

NATIONAL GUIDELINES:

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students will have identified their work, leisure and study activities and discussed which activities they would like to use that someone else had done.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month To Month Me". (Activity Book).

CONCEPT: LEARNING 2.2

TITLE: THE PATH OF MY LIFE

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Create an imaginary life path.

LEVEL: 6

MATERIALS NEEDED: Newsprint, colorful markers

PROCEDURE:

1. Have the students discuss "goal" and "goal setting".
2. Have students participate in a creative visualization exercise depicting their "possible life paths" in the future. Encourage the students to dream or fantasize about their future.
3. Bring class into a conversation circle to discuss their fantasies.
4. Have students discuss how a fantasy may be the beginning for formulating a goal.

COMMENTS: Students could draw pictures of their goals or use magazines to make a collage of goals.

NATIONAL GUIDELINES:
XII.3: Identify tentative life and career goals.

EVALUATION: Students will imagine a life path, share their fantasies with classmates and discuss how these fantasies may help them formulate their goals.

RESOURCES: The Changing Years Series. (Book Series).

CONCEPT: LEARNING 2.3

TITLE: WHAT I AM LIKE

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Expressing how one feels about oneself.

LEVEL: 6

MATERIALS NEEDED: "What I Am Like" worksheet (pg. 255a), pencil or pen

PROCEDURE:

1. Have students fill out the "What I Am Like" worksheet.
2. Conduct a group discussion regarding how students feel about their answers.
3. Have students discuss how their answers may relate to choice of occupations.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students will have filled out the "What I Am Like" worksheet, discussed how they feel about their answers and how their answers may relate to career choices.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).
Who Am I? Looking At Self Concept. (Filmstrips).

WHAT I AM LIKE

1. When I get up ______________________________
2. After I get in bed at night ______________________________
3. When I was a baby ______________________________
4. If I had a dollar, I would ______________________________
5. When my mother isn't at home ______________________________
6. On the way home from school, I ______________________________
7. On the playground, I ______________________________
8. When I grow up ______________________________
9. If I could do anything in the world I wanted to, I would
____
10. If I had a million dollars ______________________________
11. The thing I like best about this school is ______________________________
____
12. The thing I like least about this school is ______________________________
____
13. Good parents are like ______________________________
14. When a boy or girl does something wrong, he/she ______________________________
____
15. The person I like best at this school is ______________________________
____
16. What people like best about me is ______________________________
17. What people do not like best about me is ______________________________
____
18. If I could be anyone in the whole world, I would be ______________________________
____
19. The person I admire most in the whole world ______________________________
____
20. A good boy or girl is like ______________________________
21. The thing that really makes me mad is ______________________________
____
22. I feel bad when ______________________________
23. I get in trouble because ______________________________

Name: ______________________________ Date: ______________________________

CONCEPT: LEARNING 2.3

TITLE: WHAT DO I KNOW ABOUT MYSELF

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Examine self through a self-appraisal questionnaire.

LEVEL: 6

MATERIALS NEEDED: "Self-Appraisal" worksheet (pg. 256a), pencil or pen

PROCEDURE:

1. Have students fill out the "Self-Appraisal" worksheet.
2. Have students discuss the worksheet.
3. Have students discuss their goals for junior high school.
4. Have students identify things they can do to prepare themselves for junior high.

COMMENTS:

1. Worksheet should be kept in student folder.
2. This activity can be repeated at a later date to evaluate progress.

NATIONAL GUIDELINES:

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students will have completed the "Self-Appraisal" Worksheet, shared their answers and discussed their goals for junior high school. They will have identified ways to prepare for junior high.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).
Circles and Square Pegs. (Activity Book).

SELF-APPRAISAL WORKSHEET

Name: ______________________________ Date: ____________________

I feel most independent when ____________________________________

I feel best about myself when ___________________________________

____

I can solve my own problems best when____________________________

____

I would most like to improve ____________________________________

____ about myself.

My good habits are ____

Habits I would like to change are _______________________________

____

In my free time, I like best to _________________________________

____

My favorite books this year are _________________________________

____

My favorite TV programs are _____________________________________

____

I like to talk to my friends about ______________________________

I would like to become a ____

____ for my career-life.

I cooperate best with others when _______________________________

I get angry when ____

I like to be by myself when _____________________________________

I feel I can be honest when _____________________________________

The school subject(s) I like best is ____________________________

____

I feel the subject(s) I don't do as well as I could in is _______

____

The subject(s) I don't like is __________________________________

I would like to learn more about ________________________________

My goals for intermediate school are ____________________________

____

I think the most important thing in my life is __________________

____

CONCEPT: LEARNING 2.3

TITLE: I CAN DO WELL WITH ...

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Examine abilities and activities students do well.

LEVEL: 6

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students answer the following questions on paper:
   - A. How well do you do your school work?
   - B. What school subjects do you enjoy most? Why? Least? Why?
   - C. When you have trouble with school work, what do you do? Does it help? Why or why not?
   - D. When you read outside of school, what do you read? Why?
   - E. What hobbies and leisure activities do you enjoy most?
2. Form small groups and have students discuss their answers. Ask students if they learned any ideas from others on how to find help with their studies.
3. Have each student or group of students prepare a demonstration about something they feel they can do well. (Ex. Tie knots, make cookies, play guitar)

COMMENTS: Emphasize that everyone can do something well but it does not have to be perfect. Be sure everyone has the opportunity to participate. This is a good activity for building self-esteem.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.2: Assess individual attributes required for successfully fulfilling different roles.
I.3: Describe how one's behavior influences the feelings and actions of others.
I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students will have identified and shared with the class some things they can do well.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).
Developing Self Confidence. (Filmstrips).

CONCEPT: LEARNING 2.4

TITLE: DECISION-MAKING

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Describe the process of making a decision.

LEVEL: 6

MATERIALS NEEDED:

PROCEDURE:

1. Have students name different types of decisions they have had to make (those requiring a quick decision and those requiring a more thoughtful process).
2. Have students discuss their personal steps in decision making, with regard to attitudes and beliefs.
3. Introduce the basic steps of decision-making.
   - A. Identify the problem.
   - B. Generate all possible alternatives.
   - C. Select the best alternative.
   - D. Identify consequences of the selected alternative.
   - E. Act on the decision.
4. Discuss the procedure indicated in each of the decision-making steps.

COMMENTS:

NATIONAL GUIDELINES:

IX.4: Clarify personal beliefs and attitudes and explain how they affect decision making.

EVALUATION: Students will identify different types of decisions and describe ways of making those decisions.

RESOURCES: Quest from Chronicle Guidance Publisher (Assessment Instruments).
Decision Making For Success In Life. (Activity Book).
Attitudes and Values Spirit Masters. "Decision Making". (Activity Book).

CONCEPT: LEARNING 2.4

TITLE: MAKING DECISIONS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Identify examples of personal decisions.

LEVEL: 6

MATERIALS NEEDED:

PROCEDURE:

Discuss - What is a decision?
Discuss - What is the meaning of "consequences"?

1. Have students give an example of a personal decision they have made recently.
2. Have students discuss why they made the decision that way.
3. Have students identify some alternatives to the decision and what might have been the consequences of those alternatives.
4. Bring to the level of awareness within the discussion the importance of personal attitudes and values and how they affect the individuals decisions.
5. Divide students into small groups of 4-5 each and have them engage in a decision-making discussion on a current concern. (It may be a personal, a school, a community, state, or national concern.)

COMMENTS:

NATIONAL GUIDELINES:

IX.7: Identify possible consequences of decisions.

EVALUATION: Students will have related an example of a recent personal decision and identify other choices they had and what those outcomes may have been.

RESOURCES: Quest from Chronicle Guidance Publisher. (Assessment Instruments).
Attitudes and Values Spirit Masters. "Decision Making". (Activity Book).
Making Decisions: You Can Learn How. (Filmstrips).
Draze, Dianne. Options: A Guide For Creative Decision Making. (Activity Book).

CONCEPT: LEARNING 2.4

TITLE: INGREDIENTS OF SUCCESS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Examine how personal goals help people become successful.

LEVEL: 6

MATERIALS NEEDED: Working People From The Community

PROCEDURE:

1. Have students discuss and list questions they would like to ask people who work.
2. Invite successful working people from the community to speak to the students about how they have achieved and/or are working toward their goals.
3. Allow time for students to ask questions.
4. Have students write personal goals they may have and ways to achieve them.
5. Have students discuss these goals.

COMMENTS:

NATIONAL GUIDELINES:

X.3: Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

EVALUATION: Students will have observed how others have achieved their goals. They will have identified some goals for themselves and suggested some things they could do to achieve them.

RESOURCES: Quest from Chronicle Guidance Publisher. (Assessment Instruments).
Decision Making For Success In Life. (Activity Book).
Dealing With Failure. (Filmstrips).

CONCEPT: LEARNING 2.4

TITLE: LIFE PATHS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Examine life paths and their consequences.

LEVEL: 6

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students form small groups. Discuss with students choices people make about what they will do in their life.
2. Have each group come up with their definition of productive, non-productive and destructive life paths and record them.
3. Have students compare their definitions with other groups.
4. Have students create their own fantasy tour of the path of their future on paper.

COMMENTS:

NATIONAL GUIDELINES:

IX.6: Implement a strategy for career decision making.
IX.7: Identify possible consequences of decisions.

EVALUATION: Students will have discussed different kinds of life paths and create a life path for themselves.

RESOURCES: The Changing Years Series. (Book Series).
Circles and Square Pegs. (Activity Book).
Attitudes and Values Reproducible Activities. "The Month To Month Me". (Activity Book).

TITLE: SETTING GOALS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Describe types of goals.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Discuss short term and long term goal setting (Ex. 1 week goal, 6 months goal, 5 year goal).
2. Have students brainstorm goals they have and write them on the chalkboard.
3. Have students write down short and long term goals they have.
4. Ask students to share their goals with the group.

COMMENTS: Students could develop a short term and a long term goal to work on for the school year. These should be checked on periodically to see if they are being met or need adjustment.

NATIONAL GUIDELINES:

V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.
X.3: Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

EVALUATION: Students will have discussed the difference between long-term and short-term goals, selected some goals for themselves and discussed them with the class.

RESOURCES: Circles and Square Pegs. (Activity Book).
Decision Making For Success In Life. (Activity Book).

CONCEPT: LEARNING 2.4

TITLE: PLANNING TO IMPLEMENT GOALS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Relate a plan for reaching a goal.

LEVEL: 6

MATERIALS NEEDED: Chalk, chalkboard

PROCEDURE:

1. Introduce the four steps of goal setting and the characteristics and benefits of setting personal goals.
    - A. Identify goal
    - B. Select course of action
    - C. Implement plan
    - D. Evaluate
2. Have each student write down three goals (Ex. Academics, sports, hobby, being on time).
3. Have students choose one goal and apply the four steps of goal setting to their goal and write down their plans.
4. Form small groups and have students share their plans.

COMMENTS: Each group could come up with a plan for school: (Ex. Keeping playground clean, helping each other, keeping desk neat). Have each group present their plans to the whole group. Implement plan for two weeks, then evaluate.

NATIONAL GUIDELINES:

IX.4: Clarify personal beliefs and attitudes and explain how they affect decision making.

X.3: Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

EVALUATION: Students will have developed a plan for implementing a goal that they have selected.

RESOURCES: Quest from Chronicle Guidance Publishers (Assessment Instruments).
Self-Concept Series. "Choosing". (Activity Book).
The Changing Years Series. (Activity Book).

TITLE: RISK

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Examine risks as part of the decision-making process.

LEVEL: 6

MATERIALS NEEDED: Chalk, chalkboard

PROCEDURE:

1. Have students brainstorm and come up with a definition for "risk". Write definition on the chalkboard.
2. List categories of risks. (Ex. Risks where little is to be gained or lost and risks where the stakes are high)
3. List activities that have a common element of risk.
4. Have the students brainstorm five or six examples for each.
5. Brainstorm what type of person is more likely to consider risks. (Ex. Characteristics of risk takers may include: courage, curiosity, impulsivity, etc.)

COMMENTS:

NATIONAL GUIDELINES:

I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.

EVALUATION: Students will have defined "risk" and identified some activities that involve risk.

RESOURCES: Decision Making For Success In Life. (Activity Book).
Parkinson, Robert A. Growing Up On Purpose ....
Draze, Dianne. Options: A Guide For Creative Decision Making. (Activity Book).

CONCEPT: LEARNING 2.4

TITLE: DRUG AND ALCOHOL AWARENESS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Learn facts about drugs and alcohol, and practice handling peer pressure.

LEVEL: 6

MATERIALS NEEDED: "Facts About Alcoholism" Worksheet (pg. 265a); "Do You Know That..." Worksheet (pg. 265b); "24 Ways to Say No" Worksheet (pg. 265c).

PROCEDURE:

1. Have students study the two handouts, "Facts About Alcoholism" and "Do You Know That...".
2. Then summarize the information and provide any additional relevant information.
3. Role play situations in which one player offers another player a variety of drugs (Ex. pills, beer, wine, pot, glue sniffing). Have students respond in the way that is most natural to them, selecting refusals from the list provided ("24 Ways to Say No") if needed.

COMMENTS:

NATIONAL GUIDELINES:
III.4: Direct emotions into socially acceptable behavior.

EVALUATION: Students will have discussed the advantages of remaining drug and alcohol-free and the disadvantages of alcohol use.

RESOURCES: Quest from Chronicle Guidance Publishers. (Assessment Instruments).
Alcohol: What Do You Know?. (Filmstrips).
Newman, Susan. You Can Say No To A Drink Or A Drug.
Rattray, Jamie, Bill Howells and Irv Siegler. Get High On Life Series: Kids and Alcohol; Kids and Smoking; Kids and Drugs. (Book Series).

FACTS ABOUT ALCOHOLISM

1. Only 3% to 5% of alcoholics are skid-row bums. Most alcoholic people are regular people like your family and mine. They are doctors, lawyers, teachers, and businessmen, or even students.

2. In the 1950's there were 5 or 6 alcoholic men to every woman. There may be more alcoholic women now or we may be hearing about them more now.

3. People can become addicted to alcohol in any form. There is no difference between a beer drinking alcoholic and a whiskey drinking alcoholic. There is the same amount of alcohol in a can of beer and six ounces of wine, or one shot of whiskey.

4. Alcoholics drink the way they do because they have a disease called alcoholism. We are not exactly sure about what causes alcoholism. It may be caused by abusing alcohol. There is growing evidence that alcoholism might be inherited. Will power alone can't cure alcoholism. An alcoholic needs to be helped by a trained professional.

5. You can't make a person start drinking or stop drinking. If someone you know drinks too much, the only thing you can do is to let that person know how you feel about it. The only person you can take care of is yourself.

6. Some alcoholics drink more than a pint a day - but some don't. Experts have concluded that how much one drinks may be far less important than WHEN he drinks, HOW he drinks, and WHY he drinks.

7. An alcoholic is a drug addict. He is addicted to the drug "alcohol".

8. If you give black coffee to a drunk person you end up with a "wide awake drunk".

9. Alcohol is not a stimulant. It is a depressant to the central nervous system.

10. An alcoholic affects those around him. One alcoholic affects twenty-one other people, especially his family and closest friends.

DO YOU KNOW THAT...

1. 80% of the women in Texas prisons are there on drug-related charges. 75% of all crime in Texas is drug-related.

2. The drug industry ranks in size with AT & T, General Motors and Exxon - it is a 50 to 60 billion dollar a year industry.

3. The U. S. spends as much on marijuana - 40 billion dollars a year - as is spent on imported oil.

4. The drug paraphernalia business is a 3 billion dollar a year industry.

5. Among high school seniors, 11% are daily users of marijuana. 29% of our 14 and 15 year olds have tried marijuana. 47% of our 16 and 17 year olds have tried it. 60% of our 18 year olds have tried it, and 40% of those have used it in the past month.

6. Marijuana has more carcinogens than tobacco. In fact, five marijuana cigarettes have the same cancer-causing possibilities of 112 cigarettes. Danger from marijuana smoking is enhanced by the deep inhaling and holding in of marijuana smoke.

7. Today's cultivated marijuana has an average potency of 4% THC - the major active ingredient - as compared to the marijuana of the 1960's which had an average potency of .25% THC.

8. THC remains in the fatty tissue of every cell, especially in the brain and gonads. Even a week after a marijuana cigarette is smoked, 30 to 50% of the THC is still in the body in active form. It takes at least three weeks for the body to eliminate THC. Consequently a frequent user is never drug free and tends to accumulate THC in the tissues.

9. Reaction time for motor skills, such as driving, is reduced by 41 percent after one marijuana cigarette, and 63% after smoking two.

10. Marijuana use reduces or alters the body's immunity system. White blood cell count is reduced 41% from normal levels with regular use of the drug.

11. There are over 3,000 published medical studies documenting the damage that marijuana does to the various systems of the body. NOT ONE STUDY gives marijuana a clean bill of health.

12. Marijuana is a complex material containing 421 known chemicals, 60 of which are found only in marijuana.

13. THC has been found to interfere with the transmission of brain messages. EEG's (recorded brain patterns) of regular users exhibit abnormal brain wave patterns.

14. Female rhesus monkeys treated with THC while pregnant exhibited a 44% infant mortality rate compared with 8% for the control group. THC significantly reduces hormone levels central to ovulation and normal reproductive functions. Female eggs are especially vulnerable to THC due to their high fat content.

15. The principle male hormone, testosterone, is 44% below normal levels in regular users of marijuana.

24 WAYS TO SAY "NO"

1. "No thanks, I'm not into chemicals."
2. "I'm spacey enough without it."
3. "No, thanks, I have a report due tomorrow and I need to think tonight."
4. "No thanks, I have an allergic reaction to it."
5. "I stayed up late last night and my eyes are already red."
6. "No, I'm driving."
7. "No, I need all the brains I've got."
8. "Is it filtered? I only smoke filtered joints."
9. "I'm trying to make the track team, and I hear the smoke's bad for your lungs."
10. "Are you crazy? I don't even smoke cigarettes."
11. "I'm not into chemical highs."
12. "No, I've tried it and I don't like it."
13. "I don't want to die young."
14. "No, I already fight enough with my parents."
15. "No, I might want to start a healthy family someday."
16. "No thanks, I just read a new study on its harmful effects."
17. "I'm into wellness."
18. "It doesn't do anything for me."
19. "This is allergy season and my eyes are already red."
20. "No thanks, I hear it causes pink eye."
21. "I have a big test tomorrow, and I'd like to remember what I study tonight."
22. "I get too crazy when I smoke (drink) etc."
23. "I'm still grounded for the last time my mom caught me and that was 2 years ago!"
24. "Chicken? Do you see any feathers on me?"

CONCEPT: LEARNING 2.4

TITLE: MYTHS AND REALITIES OF DRUGS/ALCOHOL

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Examine information about alcohol, marijuana, tobacco, and other drugs.

LEVEL: 6

MATERIALS NEEDED: Chalk, chalkboard, newsprint, markers, tape, 3x5 cards, "Learning The Facts" handout (pg. 266a)

PROCEDURE:

1. Define "drug" and present a brief mini-lecture on the drug problem in our society.
2. Poll the students to find out what they know about drugs.
3. Introduce the importance of critical thinking skills in examining information about drugs.
4. Have students discuss the myths about drugs and alcohol.
5. Have students discuss realities of drugs and alcohol use.

COMMENTS: Further discussion may be generated from "Learning the Facts" handout (following page).

NATIONAL GUIDELINES:

III.4: Direct emotions into socially acceptable behavior.

EVALUATION: Students will have defined "drugs", discussed the drug problem in our society today and identified some myths and realities about drugs.

RESOURCES: Quest from Chronicle Guidance Publishers. (Assessment Instruments).
Rattray, Jamie, Bill Howells and Irv Siegler. Get High On Life Series. Kids and Alcohol; Kids and Smoking; Kids and Drugs. (Book Series).
Seixas, Judith S. Alcohol, What It Is, What It Does.
Hastings, Jill M. and Marion H. Typpo. An Elephant In The Living Room. (Activity Book).
Bennett, William. What Works - Schools Without Drugs.

LEARNING THE FACTS HANDOUT

Learn about the effects of drug use, the reasons why drugs are harmful, and ways to resist pressures to try drugs. Students can arm themselves with the knowledge to resist drug use by:

- Learning about the effects and risks of drugs
- Learning the symptoms of drug use and the names of organizations and individuals who are available to help when friends or family members are in trouble.
- Understanding the pressures to use drugs and ways to counteract them.
- Knowing the school rules on drugs and ways to help make the school policy work.
- Knowing the school procedures for reporting drug offenses.
- Knowing the laws on drug use and the penalties, for example, for driving under the influence of drugs and alcohol. Understanding how the laws protect individuals and society.
- Developing skill in communicating their opposition to drugs and their resolve to say no.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: POSITIVE ROLE MODELS

GOAL: Understand attitudes about self and others, the school family environments, and their affect on one's behavior.

OBJECTIVE: Identify positive role models who have chosen healthy, productive lifestyles.

LEVEL: 6

MATERIALS NEEDED: Paper, chalk, chalkboard, pencil or pen

PROCEDURE:

1. Discuss what a role model is.
2. Discuss people who win our admiration and respect and become our role models.
3. Brainstorm a list of people the class members admire.
4. Divide the class into pairs and have the students interview each other about the role model of their choice.
5. Share the results in a conversation circle.

COMMENTS: Have students identify reasons they admire these people--qualities and characteristics they possess, positions they hold, etc.

NATIONAL GUIDELINES:

VI.5: Identify individuals in occupations who might be an information resource or role model.

EVALUATION: Students will have defined "role model" and identified some individuals who for them represent this description.

RESOURCES: What Would You Do? (Activity Book).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: PROFILES IN COURAGE: TRYING, RESULTS AND STARTING AGAIN

GOAL: Understand attitudes about self and others, the school family environments, and their affect on one's behavior.

OBJECTIVE: Recognize ways to deal with disappointment.

LEVEL: 6

MATERIALS NEEDED: Newsprint, markers

PROCEDURE:

1. Have students describe what a disappointment is.
2. Have students think of a time when they changed disappointment into a success.
3. Have students think of a time when something remained a disappointment to them.
4. Have students discuss options for dealing with disappointments.
5. Discuss times when the students have overcome a disappointment and achieved a goal for themselves.

COMMENTS:

NATIONAL GUIDELINES:

I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.

II.2: Demonstrate coping skills acceptable to self and others.

EVALUATION: Students will have defined "disappointment" and identified different ways they have dealt with disappointments.

RESOURCES: Dealing With Failure. (Filmstrips).
Attitudes and Values Spirit Masters. "Decision Making". (Activity Book).
Draze, Dianne, Options: A Guide For Creative Decision Making. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: DISPLAYING EMOTIONS

GOAL: Understand attitudes about self and others, the school family environments, and their affect on one's behavior.

OBJECTIVE: Identify 2 (two) behaviors (both verbal and non-verbal) that demonstrate emotions.

LEVEL: 6

MATERIALS NEEDED: "Emotions" worksheet (pg. 269a), chalkboard, chalk

PROCEDURE:

1. Distribute worksheet to students and instruct them to fill in the blanks with two verbal and two non-verbal behaviors that demonstrate the emotions listed. (Ex. Happiness, anger, sorrow, fear, loneliness, excitement, etc.)
2. While students complete the worksheet, list the emotions on the chalkboard.
3. Ask each student to report one of their responses and record them on the chalkboard.
4. Have students discuss similarities and differences in the groups responses, and emphasize the variety of ways a particular emotion can be expressed.

NOTE: A FURTHER LIST OF EMOTIONS CAN BE DEVELOPED BY THE GROUP, THE COUNSELOR, THE TEACHER AND COMPLETED AT ANOTHER SESSION.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students will have identified verbal and non-verbal behaviors that demonstrate emotions.

RESOURCES: Can of Squirms. (Game).
The Group And You: Handling the Pressures, (Filmstrips).
Attitudes and Values Reproducible Activities. "Dealing With Feelings". (Reproducible Book).

Name:______________________

EMOTIONS WORKSHEET

EMOTION	VERBAL BEHAVIORS	NON-VERBAL BEHAVIORS
HAPPINESS	1. ______________	1. ______________
	2. ______________	2. ______________
ANGER	1. ______________	1. ______________
	2. ______________	2. ______________
SORROW	1. ______________	1. ______________
	2. ______________	2. ______________
FEAR	1. ______________	1. ______________
	2. ______________	2. ______________
LONELINESS	1. ______________	1. ______________
	2. ______________	2. ______________
EXCITEMENT	1. ______________	1. ______________
	2. ______________	2. ______________

ETC.

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: ORGANIZING A NEW PLANET

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Create a new planet with chosen occupations.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Explain to the students that the earth will be destroyed and only five people will survive to colonize a new planet.
2. Have each student select an occupation they believe should be saved.
3. Give students an opportunity to campaign and convince the others that their occupational choice should be one to go to the new planet.
4. Have students decide, whether by consensus or voting, who should go.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
II.1: Demonstrate concern and respect for feelings and interests of others.
II.5: Demonstrate tolerance and flexibility in interpersonal relationships and group participation.
II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.
II.8: Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.
II.9: Demonstrate effective social skills.

EVALUATION: Students will have fantasized the establishment of a new planet. Through group consensus, students will have selected the five occupations that should be placed on the new planet.

RESOURCES: Decision Making For Success In Life. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: ME, MYSELF AND I

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Identify interests and activities that are liked or disliked.

LEVEL: 6

MATERIALS NEEDED: Writing paper, pencil or pen

PROCEDURE:

1. Have students write a paragraph or make lists about "Me, Myself and I". (Ex. What are some likes? Dislikes? What really interests you and why? What talents do you have and how can they be developed? What activities do you enjoy the most? Least? What would you like to be? Hobbies? Travel?)
2. Have students discuss paragraphs in groups.

COMMENTS: In conjunction with or separate from this activity, have students write on a separate sheet of paper three ways they would like to improve or change. Have them seal these papers in an envelope early in the school year. Open envelopes at a later designated time. Have students evaluate their goals and rewrite new ones to open again later.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.

EVALUATION: Students will have written paragraphs or made lists about themselves -- likes, dislikes, talents, strengths, etc., and discussed these in groups.

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters"; "The Month To Month Me". (Reproducible Book).

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: WHAT IS IMPORTANT

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Examine values when making decisions.

LEVEL: 6

MATERIALS NEEDED: "What Is Important" worksheet (pg. 272a), pencil or pen

PROCEDURE:
1. Have students discuss what is important to them (Ex. Friends, school, pets, parents). Talk with students about how knowing what's important helps us decide what we want.
2. Have students fill out "What Is Important" worksheet.
3. Have students form small groups and discuss their choices and how these can influence their decisions.
4. Have students discuss how values can change.

COMMENTS: Worksheet could be placed in each student's folder and rechecked at a later date.

NATIONAL GUIDELINES:

I.4: Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students will have identified some things that are important to them (values) and discussed how these values influence their decisions.

RESOURCES: Attitudes and Values Spirit Masters. "Values Spirit Masters". (Activity Book).
Valuing Yourself: 22 Ways To Develop Self Esteem. (Posters).

WHAT IS IMPORTANT

Check values or goals most important to you. You may check more than one.

I. Education
   - A. Learning a skill or trade ______
   - B. Getting good grades ______
   - C. Finishing high school ______
   - D. Doing your best ______
   - E. Doing more work than is asked of you ______
   - F. Getting by as easily as possible ______

II. Leisure
   - A. Having a hobby ______
   - B. Going to sports events ______
   - C. Participating in sports ______
   - D. Reading ______
   - E. Listening to music ______
   - F. Joining clubs ______
   - G. Helping with jobs around the house ______
   - H. Just having fun ______
   - I. Participating in church or school activities ______
   - J. Being one of the gang ______
   - K. Loafing ______

Name: ______________________ Date: ____________

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: MOTOR SKILLS

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Describe motor skills

LEVEL: 6

MATERIALS NEEDED: "Motor Skills" checklist (pg. 273a), pencil or pen

PROCEDURE:

1. Distribute "Motor Skills" checklist and instruct each student to check in the appropriate column how they feel they do with each item listed.
2. Ask each student to share with the group those skills they have checked in the first column and to relate to the group why they feel this way.

COMMENTS:

NATIONAL GUIDELINES:

III.6: Describe changes that occur in the physical, psychological, social and emotional development of an individual.

EVALUATION: Students will have identified how well they believe they perform on "motor skills" (checklist on following page) and share their responses with the group.

RESOURCES: Food, Fitness and Health.

Name:____________________

MOTOR SKILLS

	I DO THIS WELL AND NEED LITTLE PRACTICE	I DO THIS WELL BUT I NEED TO PRACTICE MORE	I DO THIS POORLY BUT WITH PRACTICE I MIGHT GET BETTER	I DO THIS POORLY AND PRACTICE DOES NOT SEEM TO HELP ME GET BETTER
1. Run				
2. Hop				
3. Skip				
4. Swim				
5. Bowl				
6. Baseball				
7. Basketball				
8. Jump				
9. Catch a ball				
10. Hit a ball				
11. Throw a ball				
12. Leap frog				
13. Trace				
14. Cut with scissors				
15. Draw				
16. Write				
17. Hand clap				
18. Duck walk				
19. Crab walk				
20. Jump rope				
Etc.				

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: AM I SOMEONE WHO?

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify characteristics about self.

LEVEL: 6

MATERIALS NEEDED: "Am I Someone Who" worksheet (pg. 274a), pencil or pen

PROCEDURE:

1. Have students fill out worksheets. Encourage them to be as honest as possible.
2. Have students break into pairs with someone they think knows them well and guess what the other put down for each answer. Then discuss answers.
3. Have students discuss what they learned about each other through this exercise. (Do we always know others as well as we think we do?)

COMMENTS:

1. Students could break into small groups and discuss worksheet.
2. Worksheets can be kept in individual student folder for students to check at a later date or for individual conferences.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.2: Assess individual attributes required for successfully fulfilling different roles.
I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students will have completed the worksheet (following page) and shared their responses in pairs and then discussed with the group the question, "How well do we really know our friends?"

RESOURCES: Attitudes and Values Reproducible Activities. "Goal Getters". (Activity Book).

AM I SOMEONE WHO WORKSHEET

Name: ______________________________ Date: ____________

		YES	NO	MAYBE
1.	Needs to be alone?	Y	N	M
2.	Likes to watch TV a lot?	Y	N	M
3.	Is apt to judge someone by the way they look?	Y	N	M
4.	Likes to receive compliments?	Y	N	M
5.	Would rather be with a group than alone?	Y	N	M
6.	Is afraid to be alone in the dark?	Y	N	M
7.	Doesn't like strange places?	Y	N	M
8.	Is bored most of the time?	Y	N	M
9.	Likes to be a leader?	Y	N	M
10.	Cares when someone is hurt?	Y	N	M
11.	Could get hooked on drugs?	Y	N	M
12.	Would pay anything to have a good time?	Y	N	M
13.	Believes everything I read?	Y	N	M
14.	Volunteers for jobs that need to be done but are unpleasant?	Y	N	M
15.	Likes new clothes?	Y	N	M
16.	Would like to become a famous athlete?	Y	N	M
17.	Likes to be a follower?	Y	N	M
18.	Worries a lot?	Y	N	M
19.	Values friendship more than money?	Y	N	M
20.	Would like a flashy sports car?	Y	N	M
21.	Likes to cook?	Y	N	M
22.	Finds it hard to give someone a compliment?	Y	N	M
23.	Usually tries to do their best at everything?	Y	N	M
24.	Thinks that failure is a bad thing?	Y	N	M
25.	Tries to understand and respect others' opinions?	Y	N	M
26.	Can work well with someone I don't like?	Y	N	M
27.	Would rather do what the group is doing than stick by what I believe?	Y	N	M
28.	Likes to talk?	Y	N	M
29.	Is usually late?	Y	N	M
30.	Has at least one close friend?	Y	N	M
31.	Would rather be older than I am right now?	Y	N	M
32.	Would like to have different parents?	Y	N	M
33.	Likes change?	Y	N	M
34.	Has been hurt by a friend?	Y	N	M
35.	Thinks everyone else is luckier and happier?	Y	N	M
36.	Would rather live someplace else?	Y	N	M
37.	Is fully satisfied with myself?	Y	N	M
38.	Would do anything to get out of work?	Y	N	M
39.	Enjoys the outdoors?	Y	N	M
40.	Believes life is worth living?	Y	N	M

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: ABILITIES AND INTERESTS

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Explore interests and abilities in relation to specific subject areas.

LEVEL: 6

MATERIALS NEEDED: "Interest Inventory" worksheet (pg. 275a-275b), pencil or pen

PROCEDURE:

1. Have each student fill out an "Interest Inventory" worksheet.
2. Have students complete the graph at the end of the exercise.
3. Discuss the results of the inventory.

COMMENTS: This activity encourages students to identify and build upon their personal abilities and interests, and to relate these personal attributes to school subjects. Teachers may also use the results of this inventory for counseling students into choices for elective classes, books for independent reading, and beginning career exploration activities.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.

EVALUATION: Students will have completed the interest inventory on the following pages, developed their graphs which prioritize their interests and discussed the results.

RESOURCES: Gahris, Cindi, Career Education: Good Apple. (Reproducible Book).

INTEREST INVENTORY

Answer each of the following. If you would like to do the activity, write "yes". If you would not like to do the activity, write "no". If you cannot decide, write "unsure."

Part A

_____ 1. Paint pictures with water colors
_____ 2. Draw cartoons
_____ 3. Discuss slides of famous paintings
_____ 4. Make models from clay
_____ 5. Do finger painting
_____ 6. See an art exhibit
_____ 7. Read about great artists
_____ 8. Carve objects from soap
_____ 9. Design birthday cards
_____ 10. Draw or construct maps
_____ 11. Mix paint colors
_____ 12. Construct a paper mache' model
_____ 13. Design new fashions in clothing
_____ 14. Produce original designs
_____ 15. Make collages for bulletin boards

Part B

_____ 1. Be a bird watcher
_____ 2. Learn about how farmers rotate crops
_____ 3. Find out how the planets were discovered
_____ 4. Listen to a speaker tell how sounds are heard from a radio
_____ 5. Discover what causes the different colors in the rainbow
_____ 6. Study about the systems of the body
_____ 7. Read about the inside of a volcano
_____ 8. Observe bees working in the hive
_____ 9. Study small animals and plants in pond water
_____ 10. Learn how a fire extinguisher puts out a fire
_____ 11. Find out why the moon looks different at different times
_____ 12. Read to learn how trees make rubber
_____ 13. Explore the science of weather predicting
_____ 14. Collect and study tropical fish
_____ 15. Watch a spider build its web

Part C

_____ 1. Try to repair old clocks
_____ 2. Build a crystal radio set kit
_____ 3. Build model road racer sets
_____ 4. Construct things from cardboard boxes
_____ 5. Build a bird house
_____ 6. Construct scenery for a play
_____ 7. Repair a broken chair
_____ 8. Make a macrame belt
_____ 9. Make model cars, airplanes, or boats
_____ 10. Fix broken toys
_____ 11. Make a small table
_____ 12. Construct designs from ice cream sticks
_____ 13. Make jewelry from cut stones
_____ 14. Polish rocks in a tumbler
_____ 15. Make tissue-paper flowers

Part D

_____ 1. Read about American pioneers
_____ 2. Visit a jail to see how it is run
_____ 3. Discuss current events from the newspaper
_____ 4. Find out about imports and exports
_____ 5. Study a map to learn where groups of people live
_____ 6. Listen to the daily radio or television news
_____ 7. Hear a speech on state government
_____ 8. Learn the history of the development of boats
_____ 9. Visit a museum displaying old weapons
_____ 10. Discuss what causes labor strikes
_____ 11. Learn the duties of the president

____12. Find out if all people use money to buy things
____13. Learn how the mayor gets his job
____14. Research the lives of great political men and women
____15. Read more about people who live in China

Part E

____ 1. Wash dishes
____ 2. Knit or crochet a sweater
____ 3. Care for small children
____ 4. Clean up my room
____ 5. Sew missing buttons on clothing
____ 6. Bake cookies
____ 7. Cut the grass
____ 8. Make homemade ice cream
____ 9. Paint my own room
____10. Set the table
____11. Shop for groceries
____12. Clean out my desk
____13. Care for flowers in a garden
____14. Wash the car
____15. Help clean the house

Part F

____ 1. Attend a music concert
____ 2. Compose a song
____ 3. Take dancing lessons
____ 4. Learn about the lives of famous musicians
____ 5. Learn new songs
____ 6. Play a musical instrument
____ 7. Watch a marching band
____ 8. Listen to talks about music
____ 9. Collect autographs of singers
____10. Listen to music on the radio
____11. Listen to records
____12. Hum while I am working
____13. See a movie about opera
____14. Participate in choral reading of a poem
____15. Listen to orchestra music on television

After you have completed the inventory, count all of your "yes" answers in Part A and write your score below on the line beside Part A. Repeat this with each of the other parts in the inventory.

Part A____ Part B____ Part C____ Part D____

Part E____ Part F____

As the teacher directs, graph your scores for each individual part, creating a bar graph.

	A	B	C	D	E	F
	ART	SCI	IND ART	SOC STU	H. EC.	MUS
15.						
14.						
13.						
12.						
11.						
10.						
9.						
8.						
7.						
6.						
5.						
4.						
3.						
2.						
1.						
0.						

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: FUN AND JOBS

GOAL: Understand the influences of differences among peoples cultures and lifestyles.

OBJECTIVE: Identify activities experienced and relate them to school subjects and to occupations.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. List the following subject categories on the chalkboard.
   - A. Fine Arts
   - B. Health and Physical Education
   - C. Language Arts
   - D. Mathematics
   - E. Science
   - F. Social Studies
2. Have the students discuss fun and not so fun activities they have done or do which are related to the subject areas.
3. Have groups identify occupations which are involved in these categories and list them on the chalkboard under the appropriate category.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.

IV.2: Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

EVALUATION: Students will have identified activities in which they have participated, categorized them as fun or not so fun and related them to school subjects and to occupations.

RESOURCES: Learning About Careers. (Poster).

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: PERSONAL TIME PIE

GOAL: Understand the influences of differences among peoples cultures and lifestyles.

OBJECTIVE: Describe how time is spent in one day.

LEVEL: 6

MATERIALS NEEDED: "Category Questions" worksheet (pg. 277a), paper, pencil or pen

PROCEDURE:

1. Have students estimate the number of hours or parts of an hour in a typical day they spend in the suggested categories on the following worksheet.
2. Have students draw a 5" circle and make a pie graph using the category questions.
3. Have students discuss in groups the relationship of the amount of time spent on an item of interest and success with that activity. (Talk about areas in which students have been unsuccessful occasionally; these areas could include low interest areas or areas in which skills were not developed.)

COMMENTS:

1. Students could compare their graphs with each other.
2. Circle can be divided into quarters of six hours each. This may make it easier to graph.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.4: Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.

EVALUATION: Students will have constructed a pie chart showing the amount of time they spend on certain activities and discussed any relationships between time spent and success attained.

RESOURCES: Attitudes and Values Reproducible Activities. "The Month To Month Me". (Reproducible Book).

CATEGORY QUESTIONS

Estimate how many hours or parts of an hour you spend on each of the following areas on a typical school day. Your estimates will not be exact, but they should add up to 24 hours. Make a pie chart on the blank part of this page.

How many hours do you spend:

On sleep?
On school?
At work, at a job that earns you money?
With friends, socializing, playing sports, etc.?
On homework?
Alone, playing, reading, watching T.V.?
On chores around the house?
With family, including meal times?
On miscellaneous other pastimes?

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: WHEN I HAVE TIME

GOAL: Understand the influences of differences among peoples cultures and lifestyles.

OBJECTIVE: Recognize leisure time in self and others.

LEVEL: 6

MATERIALS NEEDED: Markers, crayons, pencils, drawing paper, posterboard, chalkboard, chalk

PROCEDURE:

1. Have each student prepare a drawing of their favorite leisure time activity.
2. Have students identify a set of categories and put them on the chalkboard. (Ex. Indoor/Outdoor, Sports, Crafts, Volunteer Work, etc.)
3. Next have students decide into which area their activity fits.
4. Display pictures under the category title that fits their activity.
5. Have students discuss their particular leisure time and how they became interested in it.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Demonstrate concern and respect for feelings and interests of others.
III.8: Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

EVALUATION: Students will make a drawing of their favorite leisure time activity, place it in a category and discuss how they became interested in that activity.

RESOURCES: Charlie Brown's Career Education Program. "Leisure Time Is Important - Charlie Brown". (Filmstrips).

CONCEPT: CAREER 2.1

TITLE: RELATIONSHIP BETWEEN EDUCATION AND CAREER PLACEMENT

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify different types of educational preparation required for various occupational clusters.

LEVEL: 6

MATERIALS NEEDED: Poster paper, magic markers

PROCEDURE:

1. Ask students to select a career or an occupation and identify the amount of education needed for that career or occupation.
2. Have students then construct a bulletin board classification chart showing the amount of training needed by workers in such areas as mathematics. For example:

No Math	Some Math	A Lot of Math
1.	1.	1.
2.	2.	2.
3.	3.	3.

3. Ask students to study the want ad section of a newspaper to see the different levels of math that are required for various careers or occupations they have found.
4. Have students make a poll of occupations and people in their community and relate these to actual educational preparation.

COMMENTS: Math level is the example given here, but this activity could be repeated using other subject areas, such as English, speech, reading, business, etc.

NATIONAL GUIDELINES:

IX.11: Identify ways in which decisions about education and work relate to other major life decisions.

EVALUATION: Students will have identified educational requirements, especially math levels for a career they have selected, jobs in the want ads and occupations of people in their community.

RESOURCES: Newspapers
Occupational Outlook Handbook
Dictionary of Occupational Titles
Encyclopedias

CONCEPT: CAREER 2.1

TITLE: RECREATION CAREERS

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify careers related to recreation.

LEVEL: 6

MATERIALS NEEDED: Look at resources

PROCEDURE:

1. Define: Recreational Site. (Ex. State parks, lakes, dams, forests, other sites.)
2. Ask students to list the recreational sites in their area or in the state.
3. Have students list the kinds of recreation that is available at these sites.
4. Ask students to name their favorite recreational activity.
    - A. What kind of equipment is used for this activity?
    - B. Who provides the site for this activity?
    - C. Do weather conditions or seasons affect this activity? How?
    - D. What safety rules must you follow to participate in this activity?
5. Have students brainstorm jobs associated with recreation.
6. Have students pick three recreational jobs they would like to have and find what education and physical qualifications are necessary.

COMMENTS:

1. The following questions may help stimulate discussion:
2. Using the brochure and map, Nebraska State Parks, find the State Park closest to your school. What recreational facilities are offered locally?
3. Invite a speaker from the NE Game and Parks Commission or local City Park and Recreation to talk to students as a follow-up activity.

NATIONAL GUIDELINES:

VI.2: Identify a number of occupations within an occupational classification or cluster for exploration.

EVALUATION: Students will have defined "Recreational Sites", identified some in their local area and state, listed kinds of recreation available and identified occupations associated with recreation.

RESOURCES: NE State Parks Map; Newspaper/Magazines; Brochures from recreational sites in NE such as: Johnson Lake, Harlan County Dam, Stevens Point Dam-Ogallala Dam, Fort Robinson, Halsey Forest, Fort Kearney; NE State Game and Parks Commission Brochures; local City Park and Recreation Brochures

CONCEPT: CAREER 2.1

TITLE: PREPARING FOR A CAREER

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify skills and educational preparation required for entry level positions in a career.

LEVEL: 6

MATERIALS NEEDED: "Career Clusters" handout (pg. 281a)

PROCEDURE:

1. There are 6 training pathways one can take to prepare for a career.
    A. High School/Vocational Courses
    B. Technical Schools
    C. Apprenticeship
    D. College
    E. Military
    F. On-the-job training
2. Review the 15 career clusters and the various careers listed in each cluster.
    A. Have students choose 4 careers that interest them.
    B. Have students research careers using the Dictionary of Occupational Titles (D.O.T.) and other relevant resources.
        1. What are the training pathways for entering these careers?

COMMENTS: Using Technical and College catalogs, Military Career Index and other relevant resources, let students plan how they intend to prepare themselves for a career.

If college is a requirement, have them estimate the cost of their education and find the salaries for entry-level positions in this career (NCIS).

NATIONAL GUIDELINES:

IV.2: Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

EVALUATION: Students will have described the training pathways for four careers that interest them.

RESOURCES: Dictionary of Occupational Titles (DOT)
Nebraska Career Information System. (NCIS). (Assessment Instruments).
High School/Career Guidance Counselor, Military Career Index, College Catalogs, Technical School Catalog, Apprenticeship.

CAREER CLUSTERS

Agribusiness and Natural Resources

Dairy Farmer, Farm Equipment Mechanics, Agronomist, Veterinarians, Landscaping, Poultry Farmer, Horticulture, Food Scientist, Floraculture, Fruit Farmer, Rancher-(horse/cattle), Forester, Logger, Fishers, Fish/Game Warden, Geologist, Petroleum Engineer, Ranger, Fire Lookout.

Business and Office

Computer Operator-Programmer-Service-Systems Analyst, Office Equipment, Office Supplies, Secretary, Bookkeeping, Cashiers, Receptionist, File Clerk, Work Processing, Actuary, Accountant.

Communications and Media

Telephone, Newspaper, Television, Cable Installers, Magazines, Satellites, Broadcast Technician, Radio.

Construction

Contractors, Carpenters, Architects, Brick Masons, Drafters, Surveyors, Heavy Equipment Operator, Cabinet Maker, Crane Operator, Electricians, Plumbers, Floor Covering, Glaziers, Painters, Insulation Engineers, Air Cond./Heat, Ironworkers, Plasterers, Sheetmetal, Tilesetters.

Consumer and Homemaking

Modeling, Interior Decorator, Tailoring, Fashion Designer, Day Care Centers, Child Monitor, Dietician, Cooks/Chefs, Meat Cutters, Cake Decorator, Kitchen Helper, Caterer.

Environmental

Meteorologist, Air Pollution Control, Biologist, Urban Planning, Energy Conservation, Cartographer, Surveyor, Sanitary Engineer.

Fine Arts and Humanities

Artist, Performing Arts, Florist, Writers, Religious, Media Specialists, Piano Tuner, Organist, Display Worker, Interpreters, Poet, Ornamental Metal, Colorist, Jeweler.

Health

Cytologist, X-ray Technician, Anesthesiologist, Medical Records, Hospital Administrator, Pharmacist, Perfusionist, Laboratory Technology, Optician, Occultist, Optometrist, Surgical Technician, Podiatrist, Occupational Therapist, Biomedical Engineer, Speech Pathologist, Emergency Medical Technician, Respiratory Therapist, Psychologist, CAT Scan Technician.

Public Services

School Personnel, Firemen, Governor, Mayor, Law Enforcement, FBI, Guards, City Manager, Corrections Officer, Military, ETV, Garbage Collector.

Transportation

Taxi Driver and Dispatcher, Truck Driver, Pilot, Ship Captain, Parking Lot Attendants, Car Designer, Flight Attendants, Bus Drivers, Bicycles, Auto Repairmen, Motorcycle Mechanic, Tire Manufacturer, Auto Parts Store, Air Traffic Controller, Railroad, Travel Agent, Track Workers.

Marketing and Distribution

Sales, Advertising, Packaging, Market Research, Retail Store.

Hospitality and Recreation

Inn Keeper, Hotels/Motels, Recreation Leader, Resorts, Bowling Alleys, Stables, Recreation Equipment, Pro-Athlete, Guides, Groundskeeper, Race Car Driver, Lifeguard, Jockey, Country Club Manager, Motorboat Mechanic.

Manufacturing

Tool Designer, Metallurgical Engineer, Industrial Engineer, Industrial Sewer, Robot Repair, Machinist, Instrument Maker, Machine Tools, Auto Assemblers, Boilermakers, Welders, Patent Attorney, Tool Grinder, Bucker, Sandblaster, Furniture, Loom Changer, Cloth Grader, Assembler, Glass Cutter, Laser Technologist, Robot Programmer.

Marine Science

Marine Biologist, Diver, Oceanographer, Research, Laboratory Technologist, Food Science, Exploration.

Personal Services

Waiter/Waitress, Undertaker, Private Household Workers, Cosmetologist and Barber, Pest Control, Dry Cleaners, Counselors, Sailor-Pleasure Craft, Detective, Real Estate Agent, Cosmetics, Shoe Repair, Spa Manager, Watch Repair, Banking, Lawyers, Kennel/Dog-Cat Grooming, Laundry, Paralegal Assistant, Social Worker, Mail Carriers.

CONCEPT: CAREER 2.1

TITLE: INTERPRETING CAREER INFORMATION

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Consult a graph representing the number of various business/industry establishments in their community and/or area.

LEVEL: 6

MATERIALS NEEDED: Pens, paper, other graph material, telephone book

PROCEDURE:

1. Divide the class into 7 groups. Provide each group with a telephone book.
   A. Assign each group to count the number of businesses represented by the following categories:
      1. Construction Business
      2. Health Care
      3. Food Service
      4. Transportation Business
      5. Manufacturing
      6. Law
      7. Communication
2. Using the results, make a large graph showing the number of businesses in each category.
3. Discuss which category has the highest number of businesses? The least number of businesses?
4. Have students discuss what the community would be like without one of these (one category at a time).

COMMENTS: Invite a representative from one or more of these categories to speak to the class about their career.

NATIONAL GUIDELINES:

VI.2: Identify a number of occupations within an occupational classification or cluster for exploration.

EVALUATION: Students will have identified the number of businesses in their community representing the seven stated categories and made a chart to demonstrate their percent of representation.

RESOURCES: Telephone Book
Chamber of Commerce Lists

CONCEPT: CAREER 2.2

TITLE: GETTING INFORMATION ABOUT CAREERS

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Obtain information about careers.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk, paper, pencil or pen

PROCEDURE:

1. Have students name as many occupations as they can. Record them on the chalkboard.
2. Have students identify some occupations they would like to know more about.
3. Have students develop an interview questionnaire to obtain information about the identified occupations.
4. Have students use the questionnaires they have developed to interview individuals who are in occupations that interest students.
5. Have students report their findings from the interview back to class.
6. Make a list of occupations that students have obtained information about during their interviews.
7. Identify the career cluster to which each career listed belongs.
8. Identify differences of male and female career choices.

COMMENTS: Students could make a group collage of occupations to display in the classroom.

NATIONAL GUIDELINES:

VI.4: Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.

VI.5: Identify individuals in occupations who might be an information resource or role model.

EVALUATION: Students will have generated a list of occupations and formulated questions to compile a questionnaire to gather information that they would like to know about a variety of careers.

RESOURCES: Occupational Outlook Handbook. (OOH).
Dictionary of Occupational Titles. (DOT).

CONCEPT: CAREER 2.2

TITLE: WHAT KINDS OF WORK ARE THERE?

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Identify sources for obtaining the current status of employment in careers.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk, Nebraska Dept. of Labor publications

PROCEDURE:

1. Distribute NE Dept. of Labor Publications.
2. Have students identify status and trends identified for employment in various careers nationally, statewide and locally that they may be interested in.
3. Have students make a list of those occupations they are interested in.
4. Have students differentiate occupations for men only, women only and both.

COMMENTS:

NATIONAL GUIDELINES:

VI.2: Identify a number of occupations within an occupational classification or cluster for exploration.

VI.7: Identify sources of employment in the local community.

EVALUATION: Students will have identified current status and projected trends for various occupations and listed those of most interest to them. They will have noted any difference in sex stereotyped occupations.

RESOURCES: Nebraska Dept. of Labor Publications.
Occupational Outlook Handbook. (OOH).

CONCEPT: CAREER 2.2

TITLE: WORKERS IN THE SCHOOL

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Recognize characteristics that various categories of school workers have in common.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students make a list of different jobs in the school.
2. Discuss the school as a work setting.
3. Discuss characteristics of school workers (Ex. skills, attitudes, etc.).
4. Discuss similarities of characteristics of certain school workers.
5. Discuss how the work setting changes a job (Ex. food service in school or in a restaurant, teaching in school or in a business, such as a meeting to introduce a new product to the employees.)
6. Discuss how work for men and women are similar or different within the school.

COMMENTS:

NATIONAL GUIDELINES:

VI.3: Demonstrate skills in using available school and community resources to learn about careers.

EVALUATION: Students will have listed jobs within their school and discussed the similarities and differences in work characteristics related to these workers.

RESOURCES: Jobs for the '90s. (Filmstrips).
Holland Hexagon.

CONCEPT: CAREER 2.3

TITLE: ARTISTIC OCCUPATIONS

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Survey artistic occupations and help students identify those which are of most interest to them.

LEVEL: 6

MATERIALS NEEDED:

PROCEDURE:

1. Have students brainstorm occupations that would be considered artistic and put them on the board.
2. Discuss what people in those occupations do.
3. Have students explore occupations in the artistic classification.
4. Invite an individual who works in one of these occupations to explain to the group what they do on the job and what training is necessary for their job.

COMMENTS:

NATIONAL GUIDELINES:

VI.2: Identify a number of occupations within an occupational classification or cluster for exploration.

EVALUATION: Students will have listed occupations that are considered artistic and discussed tasks performed by individuals in these occupations.

RESOURCES: Occupational Outlook Handbook. (OOH)
Nebraska Labor Dept. Information.
Encyclopedia of Careers.
Holland Occupation Classifications.

CONCEPT: CAREER 2.3

TITLE: STRENGTHS RELATED TO JOBS

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Formulate a self-assessment by surveying individual strengths and relating them to job clusters.

LEVEL: 6

MATERIALS NEEDED:

PROCEDURE:

1. Have students list school subjects in which they are most competent. Then prepare a list of subjects that they would like to study in junior and senior high school, realizing the importance of preparing a plan or schedule for future education.
2. Ask students to write a paragraph about "What Strengths And Skills Make Me Unique?".
3. Have students discuss the strengths necessary for each career cluster.
4. Ask each student to select a career cluster which correlates with his/her own strengths and interests.
5. Have each student participate in a conference with the career counselor and the teacher whose subject area fits into the career cluster identified by the student.
6. Have students share what they learned about careers in the cluster they selected.

COMMENTS:

NATIONAL GUIDELINES:

IV.2: Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

IV.3: Assess individual strengths and weaknesses in the basic academic disciplines.

EVALUATION: Students will have related the school subjects in which they achieve, their strengths and interests to a career cluster and gathered some information about the career cluster.

RESOURCES: Junior or Senior High School schedule.
USOE Career Cluster Chart.
"Career Cluster" handout (pg. 281a).

CONCEPT: CAREER 2.3

TITLE: INTERESTS RELATED TO CAREER SELECTIONS

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Discuss how personal interests are important considerations when choosing a career.

LEVEL: 6

MATERIALS NEEDED: "Career Value" Worksheet (pg. 288a)

PROCEDURE:

1. On the chalkboard, make 3 columns - headed by People, Data, and Things.
2. Under each column ask students to write a career title that deals primarily with that heading.

People	*Data*	*Things*
Clergy	Brokers	Mechanics
Nurses	Engineers	Architects
Salespeople	Accountants	Computer Tech.
Teachers	Tax Assessors	Pilot
Dancers	Payroll Banker	Truckdrivers
Cabin Attendants		Builders
		Crane Operators
Mayors		

3. Have students check the requirements they think are necessary for them to be happy and successful in a career on the *Career Value Worksheet* (on following page).
4. Have students discuss their responses on the worksheet.

COMMENTS: Being aware of your interests and values will help you choose careers in which you will be happy and successful.
Do you like working with *people*, *data*, or *things*?
People - working with others.
Data - working with numbers.
Things - working with tools and machines.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.2: Assess individual attributes required for successfully fulfilling different roles.

EVALUATION: Students will have identified a variety of careers and categorized them under people, data or things. They will have completed the "Career Value" worksheet identifying those items they feel are necessary to be happy and successful in a career.

RESOURCES: *Why We Work*. (Filmstrips).

Career Value Worksheet

Directions: **Check those items that you think are necessary for you to be happy and successful in a career.**

___ Help Society: Do something to contribute to the betterment of the world.

___ Help Others: Be involved in helping other people in a direct way, either individually or in a small group.

___ Public Contact: Have a lot of day-to-day contact with people.

___ Work with Others: Have close working relationships with a group, work as a team toward common goals.

___ Friendships: Develop close personal relationships with people as a result of my work activities.

___ Competition: Engage in activities which put my abilities against others where there are clear win and lose outcomes.

___ Make Decisions: Have the power to decide courses of action, policies, etc.

___ Power and Authority: Control the work activities or (partially) the destinies of other people.

___ Influence People: Be in a position to change attitudes or opinions of other people.

___ Work Alone: Do projects by myself, without any significant amount of contact with others.

___ Knowledge: Engage myself in the pursuit of knowledge, truth, and understanding.

___ Intellectual Status: Be regarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field.

___ Creativity (general): Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.

___ Supervision: Have a job in which I am directly responsible for the work done by others.

___ Change and Variety: Have work responsibilities which frequently change in their content and setting.

___ Stability: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

___ Security: Be assured of keeping my job and a reasonable financial reward.

___ Fast Pace: Work in circumstances where there is a high pace of activity, work must be done rapidly.

___ Recognition: Be recognized for the quality of my work in some visible or public way.

___ Excitement: Experience a high degree of (or frequent) excitement in the course of my work.

___ Adventure: Have work duties which involve frequent risk-taking.

___ Profit, Gain: Have a strong likelihood of accumulating large amounts of money or other material gain.

___ Independence: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

___ Location: Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.

___ Time Freedom: Have work responsibilities which I can work at according to my own schedule; no specific working hours required.

CONCEPT: CAREER 2.3

TITLE: I WANT TO....

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify abilities and interests and how they relate to careers.

LEVEL: 6

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list and discuss abilities (physical, creative, academic, social, mechanical) and interests (enjoyment of, concern with or curiosity about).
2. Have students answer the following questions on a sheet of paper.
   - A. Am I good in sports?
   - B. Am I a good student?
   - C. What are my best subjects:
   - D. What one thing am I able to do better than anything else?
   - E. What things do I find difficult to do?
   - F. What things interest me?
   - G. What things bore me?
   - H. Do I get along well with people?
3. From these questions, have students list five occupations that interest them and their characteristics that would help them.
4. Have students identify characteristics they have that would help them achieve this career.
5. Have students discuss their choices and why they choose them.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.2: Assess individual attributes required for successfully fulfilling different roles.
IV.9: Relate one's aptitudes and abilities to broad occupational areas.
V.4: Relate knowledge of one's personal traits to a variety of occupations.
V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.

EVALUATION: Students will have identified some of their own abilities and interests and selected five occupations that match these qualities. They will have identified qualities they have that will help them achieve this career.

RESOURCES: Why We Work. (Filmstrips)s
Farnette, Cherrie et al. At Least A Thousand Things To Do. (Activity Book).

CONCEPT: CAREER 2.4

TITLE: HOW ARE PEOPLE DIFFERENT?

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Identify various types of individual differences.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Brainstorm a list of ways people are different related to occupational choices (Ex. Education, leisure choices, skilled/unskilled, labor, goals).
2. Discuss how individual differences affect career decisions.

COMMENTS:

NATIONAL GUIDELINES:

II.3: Distinguish between self-characteristics and group characteristics in interrelationships.

II.4: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION: Students will generate a list of ways in which people are different and discuss whether and/or how these differences affect career choices.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do. (Activity Book).
Jackson, Alice. Learning Units In Careers. (Activity Book).

CONCEPT: CAREER 2.4

TITLE: WHY DO PEOPLE WORK?

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Compare student's individual ideas of why people work.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk, markers

PROCEDURE:

1. Have students brainstorm and list on the chalkboard reasons why people work.
2. Have each student list in order of importance five reasons that they believe are reasons why people work.
3. Have students break into small groups and discuss how they came to select their choices.

COMMENTS:

NATIONAL GUIDELINES:

V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.

VIII.3: Describe how economic and societal needs and the work performed by the members of society are related.

EVALUATION: Students will have identified a list of reasons people work, selected those they believe are the top five in importance and discussed these choices with the class.

RESOURCES: Why We Work. (Filmstrips).

CONCEPT: CAREER 2.4

TITLE: LIFE IN A COMPANY

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Develop realistic insight into the organizational structure of most jobs.

LEVEL: 6

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students discuss what they think the organizational structure on a job would be like.
2. Discuss adjustments required for life in an organization (Every company, business or institution has an organizational structure).
    - A. Workers must adjust to authority.
    - B. Workers encounter many impersonal rules and relationships.
    - C. Most workers experience a significant degree of routine in a company job.
3. Have students compare how the organizational structure on the job is similar and different than the organizational structure they are accustomed to in school.

COMMENTS: Invite a company employer and employee to speak to the class at different times.

NATIONAL GUIDELINES:

VII.1: Demonstrate the importance of personal qualities (i.e., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.

EVALUATION: Students will have identified organizational structure on a job, some rules and regulations they will have to follow and compared these to their school structure.

RESOURCES: "Corporation Organization" resources:
Corporation Employer
Corporation Employee

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 7

Activity Page

Learning 2.1

I'm Worth Plenty ... And So Are They 293
Community Services 294
My Community 295

Learning 2.2

Real Self/Ideal Self 296
I'm A Success 297
My Favorite 298

Learning 2.3

Can You Hear Me? 299
Directions: Reading And Hearing 300
Recognizing Problems 301

Learning 2.4

Diet, Exercise and Wellness 302
Solving Problems 303
Making A Decision 304

Personal/Social 2.1

A Dipper In The Bucket 305
Rainbow Of Feelings 306
I'm Comfortable Or Uncomfortable 307
Stamping Out "Killer" Statements 308
"Getting To Know You" Interview 309
My Survivor Kit 310
The Three-Legged Stool Of Self-Confidence 311
Everybody's Talking At Me But Nobody's Listening 312
The Pits And The Peaks 313
Being Responsible 314
Feedback 315
Influences In Life 316
Personal Traits Or Characteristics 317

Personal/Social 2.2

Our Changing World 318
School Has Changed Me 319
Future Changes 320

Personal/Social 2.3

Emotions And Mental Health 321
Nonverbal Communication 322
Effective Listening 323
Take A Bow: Applauding Your Successes 324
My Scrapbook of Emotions 325
The Teenage Years 326
The Challenging Teenage Years 327
My Bag Of Tricks 328

Personal/Social 2.4

Did I Catch Your Name? 329
Celebrating The One And Only You 330
What Is Your Lifestyle? 331

Career 2.1

Careers Of The Future 332
Careers Related To Geographical Locations 333
Training Requirements For Careers 334
Career's Importance To Society 335
Local And State Job Opportunities 336
School And Community Career Resources 337

Career 2.2

Who Can Work Here? 338
Your Choice 339
What Skills Are Needed? 340

Career 2.3

My Career Book 341
Lifestyle And Career Choice. 342
Important Factors That Influence Career Choice . . . 343
Planning Your High School Program. 344
Individual Career Development Record 345

Career 2.4

Social Personal Relationships Affect On Employment . 346
The Importance Of Work 347
What Skills Do I Have? 348

CONCEPT: LEARNING 2.1

TITLE: I'M WORTH PLENTY....AND SO ARE THEY

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Describe positive contributions people can make to society.

LEVEL: 7

MATERIALS NEEDED: "Questionnaire" worksheet (pg. 293a)

PROCEDURE:

1. Have students complete the "Questionnaire" worksheet.
2. After students have completed the worksheet discuss their answers emphasizing the potential worth of every person to make positive contributions in society.
3. Ask students to make a list of five ways their classmates (they should not mention names) could better use their potentials in the following ways:
   - A. Courtesy toward each other
   - B. Study and class participation in subjects
   - C. Respect for school rules of conduct
   - D. Respect for school property
   - E. Relationships with school staff
4. When the lists are completed, compile them on the chalkboard under the related headings.
5. Have each student select one way in which they will attempt to use their potential in a positive way for the next two weeks. Have students encourage one another during this time also.
6. After the two weeks, discuss their findings.

COMMENTS:
1. This activity could be done throughout the year.
2. A journal could be kept during this time.

NATIONAL GUIDELINES:

I.2: Assess individual attributes required for successfully fulfilling different roles.

II.4: Demonstrate an appreciation for the similarities and differences among people.

II.8: Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.

EVALUATION: Students will have listed ways of using their potential.

RESOURCES: Millyard, Anne W. and Rick Wilks. Getting Along. Attitudes and Values Reproducible Activities. (Activity Book).

Worley, Linda Pace. Getting to Know You and the People in Your Life. (Worktext).

Walker, Hill et al. The Access Program. (Curriculum Program).

QUESTIONNAIRE WORKSHEET

1. What is potential? Describe it and give examples.

2. Does every person everywhere possess potential for making positive and negative contributions to society? Explain your answers.

3. What are some of the positive ways people could use their potentials to aid life in their communities?

4. What are some of the ways people could use their potentials to negatively influence life in their communities?

5. What are some of the positive ways students could use their potentials to improve school life?

6. What are some of the ways students could use their potentials to negatively influence school life?

7. Do all students have the potential for being a source of encouragement for their classmates? Give examples.

8. Do all students have the potential to discourage their classmates? Give examples.

CONCEPT: LEARNING 2.1

TITLE: COMMUNITY SERVICES

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Identify services in the community.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen, chalkboard, chalk

PROCEDURE:

1. Have students write down as many community services in the community they can think of. (Ex. Hospital, police station, swimming pool, schools)
2. Have students compare individual lists and make a group list on the chalkboard.
3. Have students check off the ones they have used.
4. Have students list on their paper, services not available that they would like to have in their community and why they would like them.
5. Form small groups for discussion of services. Have each group select one service (Ex. hospital, police, etc.) and list the different kinds of services rendered and jobs within the agency.
6. Then have students discuss community services in which they may be interested in working at.

COMMENTS:

NATIONAL GUIDELINES:

VI.1: Identify various ways occupations can be classified.
VI.3: Demonstrate skills in using available school and community resources to learn about careers.
XII.3: Identify tentative life and career goals.

EVALUATION: Students identified a list of community service agencies and institutions and discussed occupations within those agencies and institutions.

RESOURCES: Local Telephone Book (Yellow Pages)
City Maps
Local Chamber of Commerce (list of agencies and businesses in the community)
Ourth, John and Kathi T. Tamarri. Career Caravan. (Activity Book).
Gahris, Cindi, Career Education: Good Apple. (Activity Book).
A World of Choice: Careers and You. (Activity Book).

CONCEPT: LEARNING 2.1

TITLE: MY COMMUNITY

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Discuss the benefits of volunteering.

LEVEL: 7

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students brainstorm ways in which they have volunteered and write them on the chalkboard.
2. Have students come up with new ideas for volunteering (encourage listing of volunteer organizations).
3. Have students discuss the benefits of volunteer work. (Ex. Getting to know people of a different age, feeling good about "just helping someone" without being paid. Activities could include: cleaning a park, visiting people in a rest home, etc.)
4. Have students brainstorm volunteer work they could do as a group or by themselves at school, home or in the community.

COMMENTS: Students could plan a volunteer project in the community.

NATIONAL GUIDELINES:

II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.
II.9: Demonstrate effective social skills.

EVALUATION: Students produced a list of things they have done as volunteer activities, a list of how they felt after doing the activity and an expanded list of more things they could do as a volunteer.

RESOURCES: Contact: Local churches; American Red Cross; United Way, Community Chest, etc; City Offices; Chamber of Commerce and other service organizations
Charlie Brown's Career Education Program. "Leisure Time is Important"; "We Need Teamwork"; "We All Need Self-Fulfillment"; "It's Fun Working With You"; "There's a Lot You Can Do"; "You Need to Work"; "We All Have Dignity". (Filmstrip Series).
Why We Work. (Filmstrip).

CONCEPT: LEARNING 2.2

TITLE: REAL SELF/IDEAL SELF

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Describe characteristics of self.

LEVEL: 7

MATERIALS NEEDED: Magazines, colored pencils, drawing paper, scissors, glue, pencil or pen

PROCEDURE:

1. Have students draw or cut out a picture of an animal they think is like themselves. (Ex. Gentle as a lamb, courageous like a lion, grouchy as a bear) Explain this is your "real" animal.
2. Place pictures at the top left side of a sheet of blank paper or drawing paper.
3. Then answer the following questions below their picture.
   - A. How are you like your "real" animal? (What qualities does it have that you have?)
   - B. What do you like most about your "real" animal?
4. Have students draw or cut out a picture of their "ideal" animal - the animal that is most how they would like to be. Place the animal on the top right hand side of their paper.
5. Then answer the following questions below their "ideal" picture.
   - A. What do you like most about your "ideal" animal?
   - B. How is your "ideal" animal different from your "real" animal?
   - C. How are the two animals the same?
   - D. How can you make your "real" animal more like your "ideal" animal?

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students identified qualities that they possess, those they would like to possess and some ideas for obtaining those qualities.

RESOURCES: What's Your Image?. (Filmstrip w/spirit masters).
Who Am I?: Looking at Self Concept. (Filmstrips).

CONCEPT: LEARNING 2.2

TITLE: I'M A SUCCESS

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Describe success and how it is achieved.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list at least three success stories they have had.
2. Have students write what they had to do to achieve these successes. (Ex. Study, practice piano, practice baseball)
3. Have students describe their success in a group discussion. Include why the success was especially important to them.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Assess individual attributes required for successfully fulfilling different roles.
III.1: Identify experiences that are significant emotional events.

EVALUATION: Students will have written their success stories, and shared how they were accomplished.

RESOURCES: Finding Success: The Happy World of Swans. (Filmstrip).
Liking Me: Building Self-Esteem. (Filmstrips).

CONCEPT: LEARNING 2.2

TITLE: MY FAVORITE

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify current interests and abilities.

LEVEL: 7

MATERIALS NEEDED: Paper (cut into small pieces), sheet paper, pencil or pen

PROCEDURE:

1. Have students list school subjects on small pieces of paper.
2. Arrange the subjects in rank-order, with their favorite subject first to the least favorite last.
3. Then have students list any activities (in or outside of school) and hobbies on small pieces of paper.
4. Next, have students rank-order these activities from their favorite down to their least favorite.
5. When finished, write the two lists on a sheet of paper.
6. File the paper and have students evaluate the list at a later date to see if their interests are the same or different.

COMMENTS:

NATIONAL GUIDELINES:

- I.2: Assess individual attributes required for successfully fulfilling different roles.
- I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Each student will have a list of school subjects and a list of activities rank-ordered according to their own preferences.

RESOURCES: Local School Publication that lists the school subjects offered.
Farnette, Cherrie et al. I've Got Me and I'm Glad: A Self Awareness Activity Book. (Activity Book).
Attitudes and Values Reproducible Activities. "The Month to Month Me". (Activity Book).

CONCEPT: LEARNING 2.3

TITLE: CAN YOU HEAR ME?

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Examine listening skills.

LEVEL: 7

MATERIALS NEEDED:

PROCEDURE:

1. Before class, tell half of the students not to pay attention to their partner. They are to act as though they are bored or could care less about what their partner is saying. (Ex. They can look at their watch, talk to someone else, look around the room)
2. Assign each student in this half of class to work on a class activity with a student in the other half of the class.
3. Have students list the things their partner did that indicated they were not listening.
4. Have students describe how they felt when their partner was not listening.
5. Have students discuss how they could be a better listener.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Each student will have generated a list of non-listening behaviors, a list of feelings stimulated from being ignored and suggestions for being a "good" listener.

RESOURCES: Self Concept Series. "Communicating". (Activity Book).
Bormaster, Jeffrey S. and Carol Lou Treat. Talking, Listening, Communicating. (Activity Book).
Get The Message: Communication Basics. (Filmstrips).
Tuning in to Others: Person to Person Interaction Kits. (Communication Kit).
Schrank, Jeffrey. Effective Communication. (Cassette).

CONCEPT: LEARNING 2.3

TITLE: DIRECTIONS: READING AND HEARING

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Recognize differences between reading and hearing directions.

LEVEL: 7

MATERIALS NEEDED: Map, paper, pencil or pen

PROCEDURE:

1. Show students a map directing them from the school to the local post office or other location.
2. Give students directions verbally to this location.
3. Ask students which way is the best way for them to understand directions: looking at the map or verbal directions.
4. Have students break into pairs. Have them explain to their partner how to get to their house.
5. Next have them draw a map to their house for their partner.
6. Have partners discuss what they have discovered.
7. Have students break into small groups and discuss which way they learn better: reading or listening.
8. Discuss how this affects their school work and how they could use it to help them learn.

COMMENTS: In step #1, a drawn map to the location could be used instead of a city map.

NATIONAL GUIDELINES:

IV.3: Assess individual strengths and weaknesses in the basic academic disciplines.
IV.4: Implement a plan of action for increasing proficiency in basic educational skills.

EVALUATION: Each student will have identified whether they prefer to receive instructions verbally or from a schematic drawing.

RESOURCES: Maps of the city or the school district
Listening and Following Directions Reproducibles. "Who's Following Directions?". (Activity Book).
Smith, Thomas. Survival Listening Skills. (Cassette).

CONCEPT: LEARNING 2.3

TITLE: RECOGNIZING PROBLEMS

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Recognize problems and how to deal with them.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students make a list of all the problems they have faced in the past week. (Ex. School problems, assignments, other people, problems with time) This list can be kept confidential.
2. Have students list four problems that human beings will need to solve during their lifetime to survive or have an enjoyable life.
3. Have students go back over their list. Check the problems they feel they have solved. Put an additional check by problems they feel they can solve.
4. Have students discuss their procedures for solving problems. Discuss skills that need to be developed.

COMMENTS: Students could write a few paragraphs on step #1.

NATIONAL GUIDELINES:

II.2: Demonstrate coping skills acceptable to self and others.
III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.

EVALUATION: Each student will have identified what they perceive as problems for them, some of which they have solved and some they believe they can solve. They will explain their general procedure for solving their problems and describe problem-solving skills they need to develop.

RESOURCES: Valuing Yourself: 22 Ways to Develop Self-Esteem. (Poster Set).
How to Make Good Decisions. (Filmstrips).
Read On! Write On! Series. (Worktext).
Decision Making for Success in Life. (Activity Book).

CONCEPT: LEARNING 2.4

TITLE: DIET, EXERCISE AND WELLNESS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Identify ways in which diet and exercise relate to one's physical, emotional and intellectual growth and wellness.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students discuss how good diet and exercise relates to physical, emotional and intellectual growth and wellness.
2. Ask students to keep a log of the foods they eat and the amount and kind of exercise for a designated period. (May be a day or two, a week, a month, etc.)
3. Have students evaluate their present program and plan programs to improve their diet and exercise.
4. Have students list decisions which they make concerning health-related practices.
5. Have students keep a chart showing their progress in developing better diet and exercise patterns.

COMMENTS: This activity could be conducted in a health related science class, Home Economics and Physical Education and/or synthesized from learning in all of these classes.

NATIONAL GUIDELINES:

III.7: Describe physiological and psychological factors as they relate to career development.

EVALUATION: Students have developed a diet and exercise program to improve their growth and wellness.

RESOURCES: Basic Food Groups Chart.
Simon, Nissa. Don't Worry, You're Normal: A Teenager's Guide to Self-Health.

CONCEPT: LEARNING 2.4

TITLE: SOLVING PROBLEMS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Identifying ways to solve problems.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students write down some problems that they face.
2. Have students write down ways they have solved some of their problems listed.
3. Discuss with students ways to solve problems.
    - A. Face the problem, work out a solution, put it out of your mind.
    - B. Back away from a problem for awhile and work on a solution, then face it.
    - C. Seek help for the problem. (Ex. Friend, parent, teacher, school counselor)
4. Have groups discuss their way of solving problems.
5. Have students discuss what happens when they ignore problems and don't do anything about them.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Demonstrate concern and respect for feelings and interests of others.
III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.

EVALUATION: Students have identified different methods of solving problems.

RESOURCES: How To Make Good Decisions. (Filmstrips).
Decision Making for Success in Life. (Activity Book).
Self-Concept Series. "Coping". (Activity Book).
Schmidt, Fran and Alice Friedman. Creative Conflict Solving for Kids. (Activity Book).
Draze, Dianne. Options: A Guide for Creative Decision Making. (Activity Book).

CONCEPT: LEARNING 2.4

TITLE: MAKING A DECISION

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Examine obstacles to decision making.

LEVEL: 7

MATERIALS NEEDED: "Identify Your Obstacles" worksheet (pg. 304a), pencil or pen

PROCEDURE:

1. Have students fill out the "Identify Your Obstacles" worksheet.
2. Then discuss in groups the problems they have in making decisions.
3. Have students suggest ways in which they can overcome these obstacles when they make decisions.
4. Have students discuss the "Step-By-Step Decision Making Procedure" (Steps 1-7 on the bottom of the worksheet page).
5. Have students write down two good decisions they have made and discuss these decisions in their group. Have students discuss how these good decisions made them feel and how it will help them make their next decision.

COMMENTS:

NATIONAL GUIDELINES:

IX.4: Clarify personal beliefs and attitudes and explain how they affect decision making.

EVALUATION: Students have identified obstacles that interfere with good decision making and ways to overcome obstacles.

RESOURCES:
How to Make Good Decisions. (Filmstrips).
Self-Concept Series. "Choosing". (Activity Books).
Making Decisions: You Can Learn How. (Filmstrips).
Kolodny, Nancy et al. Smart Choices.
Decision Making for Success in Life. (Activity Book).
Draze, Dianne. Options: A Guide for Creative Decision Making. (Activity Book).

IDENTIFYING YOUR OBSTACLES

Slightly Present	Moderately Present	Very Present	Internal
			Fear of Failure
			Fear of Change
			Lack of Self-Confidence
			Ambivalence
			Stereotyping about self and others
			Procrastination
			Other (Specify yours)

STEP-BY-STEP DECISION MAKING

1. Identify the decision to be made
2. Gather information
3. Identify the alternatives
4. Weigh the evidence
5. Choose among alternatives
6. Take action
7. Review the decision

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: A DIPPER IN THE BUCKET

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Examine how things we do and say affect the feelings of others.

LEVEL: 7

MATERIALS NEEDED: Two bags or other containers, rocks, tennis balls or other small objects to put in buckets, "Mystery Of The Dipper And The Bucket" story (pg. 305a)

PROCEDURE:

1. Introduce the concept of filling one another's buckets, both positively and negatively.
2. Read the "Mystery Of The Dipper And The Bucket" story aloud.
3. Have students discuss the important points of the story.
4. Have the students discuss how events and feedback in a person's life determine a person's feelings about himself/herself.
5. Have the class discuss ways to add "positive drops" to the buckets of the people they know.

COMMENTS: Students could give a positive drop to a different person each day (at home or at school) and discuss how it felt to give and receive the positive drops.

NATIONAL GUIDELINES:

II.1: Demonstrate concern and respect for feelings and interests of others.

EVALUATION: Students have identified and discussed how events and feedback contribute to a person's feelings about themselves.

RESOURCES: Self-Concept Series. "Appreciating", "Belonging", "Sharing". (Activity Book).
Join. (Game).
Gazda, George. Real Talk: Exercises in Friendship and Helping Skills.
Bormaster, Jeffrey S. and Carol Treat. Talking, Listening, Communicating. (Activity Book).

THE MYSTERY OF THE DIPPER AND THE BUCKET

You have heard of the cup that overflowed. This is the story of a bucket that is like the cup only larger; it is an invisible bucket. Everyone has one. It is always with us. It determines how we feel about ourselves, about others, and how we get along with people. Have you every experienced a series of very favorable things which made you want to be good to people for a week? When this happens, your bucket is full to overflowing.

A bucket can be filled by a lot of things that happen. When a person speaks to you, recognizing you as a human being, your bucket is filled a little--even more if he calls you by name, especially if it is the name you like to be called. If he compliments you on your dress or on a job well done, the level in your bucket goes up still higher. You make a mistake; a friend says, "I have had this happen to me. Let me give you a hand." There must be a million ways to raise the level in another's bucket; writing a friendly letter, remembering something that is special to him, knowing the names of his children, expressing sympathy for his loss, giving him a hand when his work is heavy, taking time for conversation, or, perhaps more important, listening to him.

When one's bucket is full of this emotional support, one can express warmth and friendliness to people. But, remember, this is a theory about a bucket and a dipper. Other people have dippers and they can get their dippers in your bucket. This, too, can be done in a million ways.

Let's say I am at a dinner and inadvertently upset a glass of thick, sticky chocolate milk that spills over the tablecloth, on a lady's skirt, down onto the carpet. I am embarrassed. "Bright eyes" across the table says, "You upset that glass of chocolate milk." I made a mistake, I knew I did, and then he told me about it! He got his dipper in my bucket! Think of the times a person makes a mistake, feels terrible about it, only to have someone tell him about the mistake as though he did not know it happened.

Imagine that you go to a meeting alone, you are smiling, but you wish you knew somebody. You notice another person standing by himself. As you are looking at him he catches your eye and inquires about the dining room. You tell him you don't know; you both start looking. Soon the dining room is found and he suggests that you have lunch together. You are pleased. One of the well-known members of the organization comes by and says to your new acquaintance, "Hey, how are you? Good to see you. How about eating with us?" Your newly-found and lost acquaintance tosses back, "Nice to see you." He got his dipper in your bucket!

Buckets are filled and buckets are emptied. Emptied many times because people don't really think about what they are doing. When a person's bucket is emptied, he is very different than when it is full. You say to a person whose bucket is empty, "That is a pretty tie you have," and he may reply in an irritated, defensive way, "What's the matter with my tie now?"

Although there is a limit to such an analogy, there are people who seem to have holes in their buckets. When a person has a hole in his bucket, he irritates lots of people by trying to get his dipper in their buckets. This is when he really needs somebody to pour it in his bucket because he keeps losing and losing when he needs it most.

The story of our lives is the interplay of the bucket and the dipper. Everyone has both. The unyielding secret of the bucket and the dipper is that when you fill another's bucket it does not take anything out of your own bucket. The level in our own bucket gets higher when we fill another's and, on the other hand, when we dip into another's bucket we do not fill our own; we lose a little.

Sometimes we can protect ourselves and others by saying, "Hey, you have your dipper in my bucket!" or, "We are getting our dippers in his bucket." Instead we can say, "Let's fill his bucket," and in doing this, experience the mystery of the dipper and the bucket.

Donald O. Clifton
Selection Research Inc. - Lincoln

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: RAINBOW OF FEELINGS: IDENTIFYING AND NAMING EMOTIONS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Describe the world of feelings and identify common emotions.

LEVEL: 7

MATERIALS NEEDED: Mood Continuum (drawn on the chalkboard or newsprint), index cards, markers, tape

PROCEDURE:

1. Display on the wall or draw on the chalkboard or newsprint a rainbow of feelings.
2. Have the students identify how they are feeling and write these feelings on an index card, then add their initials on the Mood Continuum closest to the feelings they are experiencing.
3. Discuss difficulties in identifying, owning, and sharing one's emotions.
4. Discuss healthy positive ways we can deal with these emotions.

COMMENTS:

NATIONAL GUIDELINES:

III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.

EVALUATION: Students have identified feelings and discussed some difficulties in owning and sharing one's feelings.

RESOURCES: London, Kathleen et al. Who Am I? Who Are You?.
Thinking About Feelings. (Filmstrips).
Taming Butterflies: Activities for Emotional and Social Growth. (Activity Book).
Exploring Your Feelings. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: I'M COMFORTABLE OR UNCOMFORTABLE

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: List some personal characteristics of people that make others feel comfortable or uncomfortable when sharing thoughts and ideas.

LEVEL: 7

MATERIALS NEEDED: Newsprint sheets, markers, tape

PROCEDURE:

1. Ask two students to stand against full-length sheets of newsprint taped to a wall at least six feet from each other.
2. Then have two other students (boy with boy, girl with girl) trace their silhouettes on the newsprint.
3. Label one of the figures "Comfortable" and the other "Uncomfortable".
4. Make a list of qualities that define comfortable and uncomfortable on the respective silhouette.
5. Compare these lists.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students can identify those beliefs and feelings in themselves that affect their behavior toward others.

RESOURCES:
Me Power: Building Self-Confidence. (Filmstrip Series).
Exploring Your Feelings. (Filmstrip Series).
Liking Me: Building Self-Esteem. (Filmstrip Series).
Who Am I? Looking at Self-Concept. (Filmstrip Series).
Simon, Sidney, I Am Loveable and Capable (I.A.L.A.C.): A Modern Allegory on the Classical Put-Down. (Filmstrip w/pamphlet).
Simon, Sidney. Vulture: A Modern Allegory on the Art of Putting Oneself Down. (Filmstrip w/book).
Building Self-Confidence. (Worktext).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: STAMPING OUT "KILLER" STATEMENTS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: State reasons for the need to feel a sense of community and commitment to a group.

LEVEL: 7

MATERIALS NEEDED: Tape, newsprint, markers, scissors, construction paper

PROCEDURE:

1. Ask the class to think of all the different things you can do or say that would make another person feel included (Ex. Special, important, worthwhile, lovable or skillful) or excluded (Ex. Unimportant, useless, unliked or unskilled).
2. Explain to the class that killers (statements) and buildups can be either verbal or nonverbal.
3. Make a list of "build-up" statements and another list of "killer" statements.
4. Compare the differences between these lists.
5. Discuss how you would feel about being in a group who described you using each of these lists.
   Would you feel like you....
   A. Were welcome and belonged.
   B. Others didn't want you around and you do not belong.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students have listed "build-up" and "killer" statements and understand their effects on group morale.

RESOURCES: Relationships and Values: What Really Matters?. "Who Comes First: You or the Group?". (Filmstrip Series).
Gazda, George. Real Talk: Exercises in Friendship and Helping Skills.
Personal Enrichment Series: 5-9, "Finding Friends, Keeping Friends". (Filmstrip Series).
Simon, Sidney. I Am Loveable and Capable (I.A.L.A.C.): A Modern Allegory on the Classical Put-Down. (Filmstrip w/pamphlet).
Parkinson, Robert A. Growing Up On Purpose.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: "GETTING TO KNOW YOU" INTERVIEW

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Identify and state characteristics of other class members.

LEVEL: 7

MATERIALS NEEDED: Pencils, "Interview Form" worksheet (pg. 309a)

PROCEDURE:

1. Have the students pair up with someone they don't know or at least don't know really well and interview each other, referring to the items on the "Interview Form" worksheet.
2. Then pretending to be the person they just interviewed, introduce themselves to the rest of the class.
3. After all students have had an opportunity to introduce the person they interviewed, ask them to discuss how difficult it is to pretend they are someone else.
4. Discuss how it feels to role play another person in introducing oneself to a group.
5. Discuss how this might be compared to the "masks" we sometimes wear, the pretenses we make and/or the defenses we use or wear at times.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Assess individual attributes required for successfully fulfilling different roles.

EVALUATION: Students have interviewed a classmate and role played that person, experiencing the difficulty of pretending to be someone they are not.

RESOURCES: Schrank, Jeffrey. Effective Communication. (Cassette).
Hooker, Dennis and Almut Hooker. Me and Others. (Filmstrips).
Bormaster, Jeffrey S. and Carol Treat. Talking, Listening, Communicating. (Activity Book).
Millyard, Anne W. and Rick Wilks. Getting Along.
Worley, Linda Pace. Getting to Know You and the People in Your Life. (Worktext).
Get the Message: Communication Basics. (Filmstrip Series).
Person to Person: Learning to Communicate. (Filmstrip Series).

INTERVIEW FORM WORKSHEET

Name: ______________________________________ Date: __________

1. What do you like to do in your spare time? ____________________
2. How many brothers and sisters do you have? ____________________
3. What kind of work does your father do? ____________________
4. What kind of work does your mother do? ____________________
5. Do you take any special lessons? ____________________
6. Which are the two best movies you ever watched? ____________________
7. What are your favorite TV programs? ____________________
8. Do you have a pet? What kind? ____________________
9. Where have you gone to school? ____________________
10. What subjects do you like the best? ____________________
11. Which do you dislike? ____________________
12. What would you like to do when you grow up? ____________________
13. What would your parents like for you to do when you grow up? ______
14. What famous person would you most want to be like? ____________________
15. Who do you think is the greatest man or woman in the world today? __
16. If you had $1,000 what would you do with it? ____________________

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: MY SURVIVOR KIT

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Identify social and coping skills and how they relate to various aspects of adolescence.

LEVEL: 7

MATERIALS NEEDED: Small paper bags, notebook paper, markers, pencils, scissors

PROCEDURE:

1. Have the students cut out shapes symbolic of the skills teenagers need in order to cope effectively during adolescence (Ex. friends to talk to, parents, assertiveness, openness).
2. Put these shapes in their paper bag labeled "Survival Kits".
3. Have the students share the contents of the Survival Kits in a discussion circle and tell what each shape represents and how it helps them cope.
4. Have students suggest and discuss coping skills they would like to add and how they can go about adding them to their "Survivor Kit".

COMMENTS: Examples of symbolic skills include: pen and ink - writing, communication; phone - conversation; heart - empathy; star - responsibility.

NATIONAL GUIDELINES:

II.2: Assess individual attributes required for successfully fulfilling different roles.

EVALUATION: Students have identified personal coping skills and expressed these in symbolic form.

RESOURCES: Self-Concept Series. "Coping". (Activity Book).
The Stressful Years: Pressures on Teenagers. (Filmstrip).
Stress: A Life Factor. (Activity Book).
Cohen, Susan and Daniel Cohen. Teenage Stress.
Myers, Irma and Arthur Myers. Why You Feel Down and What You Can Do About It.
You And Your Parents: Making It Through the Tough Years. (Filmstrips).
Trouble At Home: Learning to Cope. (Filmstrips).
Take It Easy: Dealing With Stress. (Filmstrips).
Understanding Suicide. (Filmstrips).
Understanding Stress and Conflict. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: THE THREE-LEGGED STOOL OF SELF-CONFIDENCE

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Identify characteristics that illustrate his/her own personal competency.

LEVEL: 7

MATERIALS NEEDED: A three-legged stool with each leg labeled:
1. feeling skillful
2. feeling appreciated
3. feeling responsible

PROCEDURE:
1. Discuss the concept of self-confidence as a three-legged stool. The three legs are: feeling skillful, feeling appreciated and feeling responsible. (State that "ALL ARE IMPORTANT FOR THE STOOL TO BE STABLE".) Then demonstrate how when one leg is short the stool rocks.
2. Review with the students the concept of self-confidence and the kinds of things that make people self-confident.
3. Have students make three lists of those things that make them feel "skillful", "appreciated" and "responsible".
4. Share and discuss the different things that students identify that help them feel "skillful", "appreciated" and "responsible".

COMMENTS: Emphasize that its okay to have different ideas -- we don't all have to have the same things to make us feel "skillful", "appreciated" and "responsible".

NATIONAL GUIDELINES:

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students have determined those qualities that make them feel skillful, appreciated, and responsible.

RESOURCES: Building Self-Confidence. (Worktext).
Developing Self-Respect. (Filmstrips).
Developing Self-Confidence. (Filmstrips).
Me Power: Building Self-Confidence. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: EVERYBODY'S TALKING AT ME BUT NOBODY'S LISTENING

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: List examples of verbal and nonverbal non-listening.

LEVEL: 7

MATERIALS NEEDED: Newsprint sheet, markers, tape

PROCEDURE:

1. Demonstrate non-listening habits with a student (Ex. Looking around, interrupting, looking at watch).
2. Role play poor listening in pairs.
3. Have students list the things their partner did that indicated they were not listening.
4. Have students describe how they felt toward their partner when it appeared they were not listening.
5. Discuss how we can decrease non-listening behaviors from the classroom and the students' lives.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students have listed non-listening cues, described how it feels when they are not being listened to, and discussed ways to improve listening skills.

RESOURCES: Schrank, Jeffrey. Effective Communication. (Cassettes).
London, Kathleen et al. Who Am I? Who Are You?
Elchoness, Monte. Why Can't Anyone Hear Me?: A Guide for Surviving Adolescence.
Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).
The Ungame: Tell It Like It Is! (Game).
Tuning In To Others: Person to Person Interaction Kits. (Kit).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: THE PITS AND THE PEAKS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: To understand how negative feelings can be viewed as positive challenges.

LEVEL: 7

MATERIALS NEEDED: Markers, newsprint

PROCEDURE:

1. Discuss the role of feelings in influencing the choices we make and the consequences of those choices.
2. Divide the class into small groups of 3 or 4 students.
3. Provide them with paper and have them brainstorm their own pits-to-peaks ideas or experiences, identifying situations that fit the pits or peaks, and determining what the negative and positive emotional responses to the particular situations might be.
4. Then discuss ways in which the negative responses can be rechanneled into positive outcomes.

COMMENTS:

NATIONAL GUIDELINES:

III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.

EVALUATION: Through shared discussion the students have devised ways of changing negative feelings into positive outcomes.

RESOURCES: Stress: A Life Factor. (Activity Book).
Stress Series. (Filmstrips).
Myers, Irma and Arthur Myers. Why You Feel Down and What You Can Do About It.
Lee, Essie and Richard Wortman. Down Is Not Out: Teenagers and Depression.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: BEING RESPONSIBLE

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Define and discuss the importance of self-responsibility.

LEVEL: 7

MATERIALS NEEDED: Slips of paper describing "responsible" and "not responsible" roles

PROCEDURE:

1. Discuss what responsibility means to the students.
2. Discuss the concept of accepting responsibility for your actions and their consequences.
3. Contrast self-responsibility with the denial of responsibility.
4. Secretly assign "responsible" and "non-responsible" roles to the students. Then have students participate in a short cooperative exercise that requires a sense of responsibility to the group with some students playing "responsible" roles and some playing "non-responsible" roles.
5. Have the observing students identify who was cooperative and who was not cooperative.
6. Have students discuss how the students feel about themselves and others in the following roles:
   - A. being cooperative
   - B. being non-cooperative
   - C. being responsible
   - D. being irresponsible

COMMENTS:

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.

EVALUATION: Students have acted out or observed responsible and irresponsible behavior and shared the outcome.

RESOURCES: Booher, Dianna. Making Friends With Yourself and Other Strangers.
Millyard, Anne and Rick Wilks. Getting Along.
Self-Concept Series. "Belonging". (Activity Books).
Let's Talk About...Responsibility. (Filmstrips).
What's Right, What's Wrong?. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: FEEDBACK

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Explain how feedback about one's characteristics influences one's self-concept.

LEVEL: 7

MATERIALS NEEDED: "Feedback" handout/lecture (pg. 315a-315c)

PROCEDURE:

1. Distribute handout on "Feedback" and discuss, using the "Feedback" handout.
2. Then have students form triads of their own choice. They should be encouraged to form triads with individuals they do not know well. Students in each group name themselves A, B or C.
3. Phase One:
   - A. In three minutes student A tells students B and C as much about themself as they feel comfortable in doing.
   - B. Student B repeats this procedure.
   - C. Student C repeats this procedure.
4. Phase Two:
   - A. Together, students B and C take two minutes to tell student A what they heard him/her say, what they infer from what he/she has said or left unsaid and how they feel toward him/her.
   - B. Student C & A repeat this process for student B.
   - C. Student A & B repeat this process for student C.
5. Bring the triads back together and discuss how all of the students felt about the feedback they received, the type of feedback they received, and what influence this feedback might have had or not had on them.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students have experienced types of feedback and the influence it has on self-concept.

RESOURCES: Hooker, Dennis and Almut Hooker. Me and Others. (Filmstrips w/worktext).

Farnette, Cherrie et al. People Need Each Other. (Activity Book).

Simon, Sidney. I Am Loveable and Capable (I.A.L.A.C.): A Modern Allegory on the Classical Put-Down. (Filmstrip w/pamphlet).

FEEDBACK

Definition

As responsible members of groups, people intend to behave in ways that would help the group to move toward accomplishing its task, while at the same time maintaining its membership, that is, keeping any member from being lost overboard. Actually, even one's best-intended behavior may hinder rather than help, and sometimes it is even destructive.

As a group proceeds, some of the members find themselves wanting to get the reactions of other members of their groups to their behavior during the group sessions. Others, to a greater or lesser degree, have fears about this.

When people tell how one's behavior is effecting them, what they are communicating is feedback. The technical term comes originally from the field of automation. (For example, the thermostat gives feedback to a furnace on how well the furnace is doing in heating the thermostat.) It's a term that applies equally well to what goes on in groups.

Categories

Feedback may emerge in a number of ways:
- conscious: nodding assent; or unconscious: falling asleep
- spontaneous: "Thanks a lot"; or solicited: "Yes, it did help."
- verbal: "no"; or nonverbal "leaving the room"

Effects

Feedback can have the following helpful effects:
- Reinforces: Feedback may confirm behavior by encouraging its repetition. "You really helped them when you clarified."
- Corrects: Feedback may help bring behavior in line with intention. "It would have helped me more if you had stood up to talk."
- Identifies: Feedback may help identify persons and their relationship. "Joe, I thought we were enemies, but we're not, are we?"

Criteria

Helpful feedback is:

1. Descriptive
   - It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use or not as one sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively; ex. "Henry, I want to be sure to hear you. Could you raise your voice a bit please?" This gives a different feel from the statement, "Henry, you talk too low." The latter sounds condemning and puts all the responsibility on Henry. The former shares the situation between Henry and the speaker, and contains a complimentary rather than accusative note.

2. Specific
   - It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue, I felt forced to accept your arguments or face attack from you."

3. Appropriate
   - It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. Usable
   - It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.

5. Requested
- It is solicited, rather than imposed. Feedback is most acceptable when the receiver himself has formulated the question which those observing him can answer.

6. Timely
- It is well-timed. In general, feedback is most useful when offered at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. Clear
- It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender has in mind.

8. Accurate
- When feedback is given in a group, both giver and receiver have opportunity with others in the group to check the accuracy of the feedback. Is this one man's impression or an impression shared by others? It is highly important to remember that not all members in the group see and read the data in the same way. We see what we are prepared to see. We are affected by the actor's output combined with that which each of us brings to the encounter. Therefore a statement which makes one person "boil" might amuse another. Therefore, it is more accurate to say, "Ralph, what you said is an inflammatory statement." Categorical comments of that sort are more apt to be an inaccurate than accurate summary of the group's reaction. At least, they need to be checked out for their applicability.

9. Trusted
- A trusted non-threatening source helps to make feedback more palatable. "Daddy, you're getting too fat," from your 3-year-old daughter is more acceptable than from a forever-harping wife.

STANDARDS

Some appropriate standards for giving feedback are:

- Speak to data
- Speak to one specific datum at a time
- Check with the actors
- Give feedback at a useful level
- Offer rather than impose feedback

Leveling, Confrontation, Encounter

A group can usefully move to a more mature, deeper level of relating when serious feedback is possible. This "maturity", in turn, enables a group with a task to get the job done more rapidly and with more commitment to the decisions made. Serious feedback usually occurs by one or more of the following processes:

-Leveling: Letting another person or persons know how I feel about myself. "I'm tired." "I'm confused." "I'm very insecure in this position." "Golly, I'm happy to hear that."

-Confrontation: Letting another person or persons know how I feel about them.
Pete: "I'm trying to be helpful by explaining it."
Joe: (confronting) "But you really cut me off and that makes me angry."

-Encounter: A relationship of dialogue between persons when both are leveling, both are confronting, or both are doing both.

Pete: "I'm afraid when people don't listen to me, Joe."
Joe: "I really feel inferior when I get cut off, Pete."

-Leveling is always a type of confrontation, but confrontation may or may not be leveling. Example: "This whole group is being dishonest!" This statement does not let the group know whether the person feels that he is honest or dishonest also.

-Confrontation is generally not helpful for learning when received as condemnation. It is far more helpful within the confrontation to include the possibility that the confronter's interpretation of behavior might be badly distorted. Example: "I may be wrong, but your comment didn't help the group, at least not me."

Feedback is not helpful if it is so superficial as to be all but meaningless ("That was a good session you led.") or so threatening that the meaning cannot be accepted or "heard" ("You should never lead a training session.")

Some Further Examples of Feedback Comments

NOT "You were insecure" (Personality imputation)	BUT "It seemed to me you often did not speak when the group was tense or upset." (report of perceived behavior)
NOT "You were trying to take over the group" (attack, imputed motives)	BUT "I don't know how you saw it, but the impression that came across to me was that you were trying to control me. How did you feel about it?" (Here is my reaction to your behavior; what is your view of it?)
NOT "You are a pleasant, well-adjusted person" (Personality generalization, stereotyping)	BUT "Whenever you spoke, I felt warm and accepted. You never did anything that threatened me." (report of the way you affected me)
NOT "The group thinks you are intellectually very capable." (imputation of opinion of the group)	BUT "You struck me as making a real contribution to our thinking, for example, during our analysis of decision-making. Do other group members share this feeling?" (Here is my view, what is that of others?)

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: INFLUENCES IN LIFE

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Describe (three) factors that may affect our choices.

LEVEL: 7

MATERIALS NEEDED: "Influences in Life" handout (pg. 316a)

PROCEDURE:

1. Ask each student to consider the following question:
   "What people (individuals - mother, father, other relative(s), friends etc.) might influence your behavior? Record their responses on the chalkboard.
2. Repeat the above procedure but this time ask the question:
   "What institutions (school, church, local and federal government, company who employs you, etc.) might influence your behavior or thinking?" Record these responses on the chalkboard.
3. Repeat the procedure outlined in question #1 but this time ask the question:
   "What other things (movies, T.V., etc.) might influence your behavior or thinking?" Record these responses.
4. Then discuss with the students HOW individuals, institutions, the media, and other factors influence their behavior and/or thinking.
   (For example: by lecturing me, by setting rules, by setting an example, by presenting me with a role model, etc.) Record these factors on the chalkboard after the headings: people, institution or other factors identified by the students.
5. Next, discuss how each individual feels about these influences on their life.
6. Distribute "Influences in Life" handout to each student. Allow time for it to be read and then discuss its content.

COMMENTS:

NATIONAL GUIDELINES:

I.4: Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.

III.8: Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

EVALUATION: Students have evaluated how different factors affect their behavior and thinking.

RESOURCES: Inner Choice. (Kit).
Priorities. (Game). Auction. (Game).
Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Activity Book).
Ratliffe, Sharon A. and Deldee M. Herman. Self-Awareness: Communicating With Yourself and Others.

"Influences in Life"

Young persons are exposed to many different models from which they can develop values. These sources include parents, teachers, priest, rabbi's or ministers, politicians, movie stars, the media, and friends which all present varying values. How is the young person to sort out all the pros and cons and achieve his own values? When it comes time to choose an occupation, a college, a spouse, and who to vote for, how does the young person choose his own course of action from among the many models and moralizing lectures with which they have been bombarded? Where does the individual learn whether they want to stick to the old moral and ethical standards or to buy into new ones? How does one develop their own sense of identity? How does one learn to relate to people whose values differ from their own?

What are values? Values are principles, standards or qualities that an individual considers to be worthwhile or desirable. They are the things of Social Life (ideals, customs, beliefs, etc.) toward which the people of the group have emotions (feelings) about. These feelings may be positive as cleanliness, freedom, education, etc. or negative as cruelty or crime.

Values clarification does not teach a particular set of values. Rather it is a technique designed to help people sort out, talk about and think through their own values systems. The emphasis of this approach is on the PROCESS -- on the very personal process by which an individual defines his own value system and by which he makes constructive decisions -- decisions he can live with and take responsibility for.

For the purposes of value clarification, the valuing process is defined in an operational fashion, in terms of how it works. The valuing process includes seven elements clustered in the three action processes of: CHOOSING, PRIZING and ACTING. These seven elements can be used as a set of criteria to hold up against any choice or decision a person makes to determine the nature or depth of value commitment.

CHOOSING:	1.	Choosing from alternatives
	2.	Choosing after considering the consequences
	3.	Choosing freely
PRIZING:	4.	Considering what one prizes and cherishes
	5.	Affirming one's choice publicity, to others
ACTING:	6.	Doing something, acting in terms of one's choice
	7.	Doing so repeatedly, as a pattern in one's life

Basically, the goal of values clarification is to help people:
- look for their own alternative ways of handling problems or situations, recognizing that each might make different selections

- examine the consequences, the what-would-happen probabilities, for each alternative, and

- make personal decisions based on an honest and accurate assessment of the information they have generated. The decision making process does not stop here. By emphasizing PRIZING and ACTING processes, in addition to the CHOOSING, values clarification brings immediacy and meaning to the decisions that people begin to make for themselves.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: PERSONAL TRAITS OR CHARACTERISTICS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Assess personal traits or characteristics.

LEVEL: 7

MATERIALS NEEDED: "Self Concept" Inventory (pg. 317a)

PROCEDURE:

1. Complete the "Self Concept" inventory.
2. Discussion - What are personal traits?
3. What characteristics make me like others?
4. What characteristics make me different from others?
5. Have students select three of their own personal traits and describe their relevance to various occupational demands, comparing their own personal traits with those of workers in these occupations.

COMMENTS:

NATIONAL GUIDELINES:

II.4: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION: Students have assessed their personal characteristics and determined how these relate to various occupational demands.

RESOURCES: "Self Concept" Inventories
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Ratliffe, Sharon and Deldee M. Herman. Self-Awareness: Communicating With Yourself and Others.
Self-Assessment: A Tool for Career Decision. (Filmstrips).
Self-Concept: How I Know Who I Am. (Filmstrips).
Who Am I? Looking At Self-Concept. (Filmstrips).

INVENTORY OF THE SELF-CONCEPT

Name:____ Date:__________

Indicate the location where you picture yourself by an (x). Do not restrict yourself to a particular range on the scale; feel free to place your responses anywhere on the scale. Feel free to make any comments you like in the margins. The scale runs continuously from one labeled extreme to the other with the varying degrees being indicated by spaces / /. Place your marks in the middle of the spaces, not on the boundaries.

1. Sensitive to others Insensitive to others
/ / / / / / / / / / /

2. Self-confident Lack self-confidence
/ / / / / / / / / / /

3. Critical of others Tolerant of others
/ / / / / / / / / / /

4. Comfortable with others Awkward with others
/ / / / / / / / / / /

5. Reserved Talkative
/ / / / / / / / / / /

6. Value myself highly Value myself low
/ / / / / / / / / / /

7. Participant Nonparticipant
/ / / / / / / / / / /

8. Nonassertive Assertive
/ / / / / / / / / / /

9. Honest Dishonest
/ / / / / / / / / / /

10. Active Passive
/ / / / / / / / / / /

11. Likeable Non-likeable
/ / / / / / / / / / /

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: OUR CHANGING WORLD

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Identify changes that occur in self and school.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students divide a piece of paper in half. Title one side "Self" and the other side "School".
2. Have students write down as many changes that have happened to them in each category that they can think of. (Ex. Moving, classes, interests, friends, goals)
3. Have them connect changes that occurred with self with those that occurred in school.
4. Have students mark changes they feel were good (+), bad (-), or that did not matter (0).
5. Have students pick one good and one bad change and discuss these changes in small groups.

COMMENTS:

NATIONAL GUIDELINES:

I.4: Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.
I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.
II.1: Demonstrate concern and respect for feelings and interests of others.
II.6: Demonstrate skills in dealing with criticism.

EVALUATION: Students have demonstrated an awareness of changes that they have experienced in self and in school.

RESOURCES: Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Activity Manual).

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: SCHOOL HAS CHANGED ME

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Recognize how school has effected the lives of students.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students make a list of ways school has changed since they started. (Ex. Activities, friends, classes, teachers, etc.)
2. Have students form groups and discuss how they have changed as a result of attending school.
3. Have students discuss what it would be like if they had never attended school.

COMMENTS:

NATIONAL GUIDELINES:

I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.
III.1: Identify experiences that are significant emotional events.

EVALUATION: Students have shared their perceptions of how they have been influenced and changed by attending school.

RESOURCES: Who Am I?: Looking At Self-Concept. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: FUTURE CHANGES

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Examine possible future changes in students' lives.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students project the changes they foresee for themselves between now and twelfth grade.
2. Have students make a list of things that may yet change at:
   - A. Home
   - B. School
   - C. Community
   - D. In themselves
3. Have students make a list of new decisions they will need to be making to adjust to these changes.
4. Form groups and have students discuss their findings.

COMMENTS:

NATIONAL GUIDELINES:

I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.

IX.3: Describe one's current life context as it relates to career decisions.

EVALUATION: Students have listed changes they see ahead in their lives and examined adjustments that they will need to make to respond to these changes.

RESOURCES: Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Activity Manual).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: EMOTIONS AND MENTAL HEALTH

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Discuss the relationship between how we feel about ourselves, our emotional adjustment, and the maintenance of good mental health.

LEVEL: 7

MATERIALS NEEDED: "Mental Health Means Being Straight With Yourself" worksheet (pg. 321a), pencil or pen

PROCEDURE:

1. Discuss the idea that mental health means "the way you feel about yourself".
2. Distribute the mental health worksheet. Ask students to be honest about their self-evaluation as they score themselves.
3. After the students have finished, discuss the following questions:
   A. Was it difficult to answer these questions about yourself?
   B. How did you feel while answering these questions?
   C. Was it hard to be honest with yourself?
   D. How can it benefit you to answer these types of questions?
   E. How can we improve our mental health?
4. Have students discuss areas that they feel good about and those they would like to change and ways to make the changes.

COMMENTS:

NATIONAL GUIDELINES:
II.2: Demonstrate coping skills acceptable to self and others.

EVALUATION: Students recognize important factors that contribute to good mental health.

RESOURCES: Curtis, Robert. Mind and Mood: Understanding and Controlling Your Emotions.
Ratliff, Sharon and Deldee Herman. Self-Awareness: Communicating With Yourself and Others.
Howard, Marion. Sometimes I Wonder About Me: Teenagers and Mental Health.
Liking Me: Building Self-Esteem. (Filmstrips).
Who Am I? Looking At Self-Concept. (Filmstrips).

MENTAL HEALTH MEANS BEING STRAIGHT WITH YOURSELF WORKSHEET

DIRECTIONS: Rate yourself on the following characteristics of mental health or "being straight with yourself," by circling the number on the scale which most nearly reflects the way you feel about yourself.

	NEVER								ALWAYS	
1. When something really upsets me, I can manage to control my temper.	1	2	3	4	5	6	7	8	9	10
2. When people disagree with me, I try to see their point of view.	1	2	3	4	5	6	7	8	9	10
3. When something goes wrong, I usually blame other people.	1	2	3	4	5	6	7	8	9	10
4. I feel that I am totally responsible for my own decisions.	1	2	3	4	5	6	7	8	9	10
5. When things change, I tend to panic and jump to conclusions.	1	2	3	4	5	6	7	8	9	10
6. I try to think things out in a logical manner.	1	2	3	4	5	6	7	8	9	10
7. I usually do what my "head" tells me.	1	2	3	4	5	6	7	8	9	10
8. I usually do what my "heart" tells me.	1	2	3	4	5	6	7	8	9	10
9. I think that people know they can count on me.	1	2	3	4	5	6	7	8	9	10
10. I think that people feel that I am not very capable.	1	2	3	4	5	6	7	8	9	10
11. I personally feel that I am very capable.	1	2	3	4	5	6	7	8	9	10
12. When I lose in a game or sport, I am disappointed in myself.	1	2	3	4	5	6	7	8	9	10
13. When people criticize me, I get mad at them.	1	2	3	4	5	6	7	8	9	10
14. When people criticize my actions, I try to accept their advice and learn from them.	1	2	3	4	5	6	7	8	9	10
15. When I get upset, I cry easily.	1	2	3	4	5	6	7	8	9	10
16. I am afraid to meet new people.	1	2	3	4	5	6	7	8	9	10
17. I enjoy meeting new people and trying new things.	1	2	3	4	5	6	7	8	9	10
18. I am afraid to tell people what I really think.	1	2	3	4	5	6	7	8	9	10
19. I feel that most people do not know me very well.	1	2	3	4	5	6	7	8	9	10
20. I feel that I know myself very well.	1	2	3	4	5	6	7	8	9	10
21. I worry about things.	1	2	3	4	5	6	7	8	9	10
22. I feel that I am an important person.	1	2	3	4	5	6	7	8	9	10
23. I feel that I have many good friends.	1	2	3	4	5	6	7	8	9	10
24. In all honesty, I like myself.	1	2	3	4	5	6	7	8	9	10
25. Overall, I am a very happy person.	1	2	3	4	5	6	7	8	9	10

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: NONVERBAL COMMUNICATION

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Examine nonverbal ways of expressing and communicating emotions.

LEVEL: 7

MATERIALS NEEDED: 3" X 5" cards with the names of emotions written on them, chalkboard, chalk

PROCEDURE:

1. Have students define non-verbal communication.
2. List on the chalkboard non-verbal ways people communicate.
3. Discuss the importance of the way we communicate feelings non-verbally.
4. Divide the class into groups of four or five and have group members select a card naming an emotion.
5. Each group's task is to develop a brief skit demonstrating non-verbally the emotions named on the group member's cards.
6. As each group performs its skit, the class tries to guess what emotions the group is attempting to portray.
7. Discuss how easy or difficult it was to correctly interpret the emotion relying solely on non-verbal clues.

COMMENTS:

NATIONAL GUIDELINES:

II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.
II.9: Demonstrate effective social skills.

EVALUATION: Students have a greater recognition of the messages our non-verbal expressions communicate to others.

RESOURCES: Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).
Tuning In To Others. (Communication Kit).
Schrank, Jeffrey. Effective Communication. (Cassettes).
Get The Message: Communication Basics. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: EFFECTIVE LISTENING

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify some important characteristics of good listening.

LEVEL: 7

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students brainstorm and record characteristics of good listening.
2. Have students select three or four of the most important "key" characteristics of being a good listener.
3. Role play these "keys" of good listening with a student.
4. Have the students pair up with two or three different partners and practice these "keys" or rules of good listening by interviewing one another.
5. Discuss:
    - A. How do you feel when you practice these "keys" of good listening?
    - B. How do you feel when the person you are talking to practices these "keys" of good listening?

COMMENTS: Keys to good listening:

1. Eye contact
2. Lean forward
3. Relax
4. No crossed arms

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.
II.1: Demonstrate concern and respect for feelings and interests of others.
II.9: Demonstrate effective social skills.

EVALUATION: The class has demonstrated both knowledge and skill of the qualities of good listeners.

RESOURCES: Schrank, Jeffrey. Effective Communication. (Cassettes).
Get the Message: Communication Basics. (Filmstrips).
Tuning In To Others. (Communication Kit).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: TAKE A BOW: APPLAUDING YOUR SUCCESSES

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify areas of life that have been successful and the affects of success.

LEVEL: 7

MATERIALS NEEDED: Newsprint, markers, magazines, scissors, tape

PROCEDURE:

1. Divide the class into small groups.
2. Have students make "success lifelines" (a visual representation of at least three important successes that each student has had).
3. Share the "success lifelines" in a conversation circle. Have students tell how this success was especially important to them.
4. Have students relate how these stories affect:
   - A. What they are doing at this time in their life.
   - B. How they view success.
   - C. How important it is to have goals.

COMMENTS:

NATIONAL GUIDELINES:

I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.

EVALUATION: Students have identified personal success stories and shared them with the group.

RESOURCES: How To Help Students Succeed.
Finding Success: The Happy World of Swans. (Filmstrip).
Liking Me: Building Self-Esteem. (Filmstrips).
Successful Student and Self-Esteem Posters. (Poster).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: MY SCRAPBOOK OF EMOTIONS

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Describe the wide range of feelings that everyone has and situations that trigger these feelings.

LEVEL: 7

MATERIALS NEEDED: Unruled paper (typing or construction paper), colored pencils or markers, old magazines, paste or glue

PROCEDURE:

1. Have the students construct a "scrapbook of emotions".
2. Give each student five sheets of unruled paper or have them provide their own paper.
3. Select five common emotions and write the name of one at the top of each sheet of paper in an unfinished sentence.
4. Then ask the students to demonstrate each emotion with a simple visual illustration or pictures cut from magazines.
5. Have the students share their illustration, describe the feelings they were portraying, and give an example of a situation that causes them to feel that way.

COMMENTS:

NATIONAL GUIDELINES:

I.4: Identify environmental influences on attitude, behavior, and aptitudes and how they help determine self-uniqueness.

EVALUATION: Students have identified several common emotions and situations that arouse these emotions.

RESOURCES: Coping With Anger, Embarrassment, Frustration, and Jealousy. (Filmstrips).
Coping With Fear, Temptation, Disappointment, and Frustration. (Filmstrips).
Exploring Your Feelings. (Filmstrips).
Trouble at Home: Learning To Cope. (Filmstrips).
You and Your Parents: Making It Through the Tough Years. (Filmstrips).
Curtis, Robert. Mind and Mood: Understanding and Controlling Your Emotions.

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: THE TEENAGE YEARS

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify some changes that normally occur during the teenage years.

LEVEL: 7

MATERIALS NEEDED: Chalkboard, chalk, newsprint, markers, tape

PROCEDURE:

1. Have students brainstorm a list of changes that they can expect to occur during their teen years.
2. Divide the list into three groups - physical changes, social emotional changes, and intellectual changes - and record these on separate sheets of newsprint.

   Ex: Physical - boys often shorter than girls.

   Social Emotional - dating, learning to drive, peer influences, making choices about what to do.

   Intellectual - learning, becoming better able to deal with abstract ideas as one gets older, etc.

3. Have students divide into small groups and provide suggestions for ways to cope effectively with these changes.
4. Share suggestions generated from the small groups with the entire group and allow whole group discussion and additional suggestions of coping strategies.

COMMENTS: Save newsprint sheets for the following session.

NATIONAL GUIDELINES:

III.6: Describe changes that occur in the physical, psychological, social and emotional development of an individual.

EVALUATION: The class has determined a listing of physical, emotional, and intellectual changes that are representative of the teenage years.

RESOURCES: Powledge, Fred. You'll Survive! Late Blooming, Early Blooming, Loneliness, Klutziness, and Other Problems of Adolescence, and How to Live Through Them.
Csikszentmihalyi, Mihaly and Reed Larson. Being Adolescent: Conflict and Growth in the Teenage Years.
Worley, Linda Pace. Getting To Know You and the People in Your Life. (Worktext).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: THE CHALLENGING TEENAGE YEARS

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify positive goals and expectations relating to early adolescence.

LEVEL: 7

MATERIALS NEEDED: Previous session's newsprint, tape

PROCEDURE:

1. Invite a group of high school students and adults from the school or community to join your discussion.
2. Place the three sheets of newsprint from the previous session on the wall, indicating the three categories for discussion and the important changes under each category to be explored.
3. Have the invited guests relate some important changes in their lives during their teenage years that were influential in the decisions they made for their futures.

COMMENTS:

NATIONAL GUIDELINES:

III.6: Describe changes that occur in the physical, psychological, social and emotional development of an individual.

III.7: Describe physiological and psychological factors as they relate to career development.

EVALUATION: The class has acquired a deeper understanding of how changes in the present influence their future goals and expectations.

RESOURCES: Worley, Linda Pace. Getting To Know You and the People In Your Life. (Worktext).
Vedral, Joyce. I Dare You.

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: MY BAG OF TRICKS

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Formulate statements about the characteristics of young teenagers as a group by referring to characteristics of the class members.

LEVEL: 7

MATERIALS NEEDED: Bags for each student (prepared as homework) containing three items that tell something about themselves

PROCEDURE:

1. Ask students to bring a bag to school containing three items from their school lockers or rooms at home that represent important aspects of their lives.
2. Have the students share the contents of their bags in a conversation circle. (Tell whether it came from their locker, their room or some other place.)
3. Ask students to respond to the items being shown by stating what that item tells them about the individual.

   Ex: a book - tells that the person likes to read and the kind of reading they like.

   a cassette - the person likes to listen to music and what kind of music.

   a model car or airplane - the student is interested in cars or airplanes, antique or newer models.

   snapshot of family or friends - may tell something about the importance of family, friends, pets and activities they like to participate in with them.

COMMENTS:

NATIONAL GUIDELINES:

II.3: Distinguish between self-characteristics and group characteristics in interrelationships.

II.4: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION: Students have identified characteristics of young teenagers by observing interests and values of their classmates.

RESOURCES: Worley, Linda Pace. Getting to Know You and the People in Your Life. (Worktext).

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: DID I CATCH YOUR NAME?

GOAL: Understand the influences of differences among peoples, cultures, and lifestyles.

OBJECTIVE: Get acquainted with class members and be able to state each others names.

LEVEL: 7

MATERIALS NEEDED:

PROCEDURE:

1. Have the students arrange their chairs in a circle. (Be sure to sit in the circle yourself.)
2. To help the students feel more comfortable with you as their new teacher, begin by sharing something about yourself, such as information about your family, your favorite things to do, and the reasons you've decided to become what you are.
3. Ask students to then introduce themselves and share similar information about themselves.

COMMENTS:

NATIONAL GUIDELINES:
II.9: Demonstrate effective social skills.

EVALUATION: Teacher and students have become better acquainted with one another and recognize the uniqueness of individuals.

RESOURCES: Schrank, Jeffrey. Effective Communication. (Cassette).
Hoper, Claus et al. Awareness Games. (Activity Book).
Ratliffe, Sharon And Deldee Herman. Self-Awareness: Communicating With Yourself and Others.
Tuning in To Others: Person to Person Interaction Kits. (Kit).
Can of Squirms. (Game).
Person to Person: Learning to Communicate. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: CELEBRATING THE ONE AND ONLY YOU

GOAL: Understand the influences of differences among peoples, cultures, and lifestyles.

OBJECTIVE: Identify special qualities, abilities and interests of individual members of the class.

LEVEL: 7

MATERIALS NEEDED: Notebook paper, markers, pens, pencils, tape

PROCEDURE:

1. Describe for the students what validation means.
2. Give each student a sheet of paper and have them put their name at the top.
3. Have students write one thing they appreciate about each individual in the class on that person's sheet.
4. Validations may be anonymous.
5. Continue the process until everyone has written a validation on every other person's sheet.
6. Have students silently read their own list.
7. Discuss with the class how this makes you feel.
   - A. Did you realize the qualities, abilities and interests that you have are appreciated by others?
   - B. Do you appreciate the qualities, abilities and interests that you have that others have cited?

COMMENTS: Emphasize that everyone has good qualities, abilities and interests and they should be proud of them.

NATIONAL GUIDELINES:

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students have demonstrated an understanding and use of the concept of validation.

RESOURCES: Schrank, Jeffrey. Effective Communication. (Cassette).
Hoper, Claus et al. Awareness Games. (Activity Book).
Ratliffe, Sharon and Deldee Herman. Self-Awareness: Communicating With Yourself and Others. Can of Squirms. (Game).
Get The Message: Communication Basics. (Filmstrips).
Quality of Work Life: Person to Person Interaction Kits. (Kit).

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: WHAT IS YOUR LIFESTYLE?

GOAL: Understand the influences of differences among peoples, cultures, and lifestyles.

OBJECTIVE: Identify different types of lifestyles.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students make a list concerning the following topics:
    - A. What type of foods do they eat? (Ex. Fast food, junk food, healthy foods)
    - B. What type of exercising do they do and how much?
    - C. How much time is spent at leisure time and what activities do they do? (Ex. Hobbies, television, sports)
2. Have students discuss their findings in groups.
3. Have students discuss how they think their present lifestyles will effect their future.
4. Have students discuss changes they might want to make concerning their lifestyle.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.
III.6: Describe changes that occur in the physical, psychological, social and emotional development of an individual.
III.7: Describe physiological and psychological factors as they relate to career development.

EVALUATION: Students have an increased awareness of "lifestyle" and how individual choices govern it.

RESOURCES: Brewner, Margaret et al. Life Skills Attitudes in Everyday Living. (Worktext).
Auction "Lifestyle". (Game).
Self-Exploration Series. "Who Am I?" (Disk).

CONCEPT: CAREER 2.1

TITLE: CAREERS OF THE FUTURE

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify some careers of the future that may be created by new technologies.

LEVEL: 7

MATERIALS NEEDED: List of future careers, magazines, construction paper, glue

PROCEDURE:

1. Discuss possible careers of the future that will or may be created by new energy (Ex. Nuclear power, solar energy, coal shale) and new technologies such as lasers and robotics.
2. Ask students to compile a list of future occupations. (Occupations in transportation, manufacturing, communications - radio, television, computers, etc.).
3. Have students describe what the job requirements for some of these jobs might be.
4. Then have each student describe his/her "ideal" job for the future.
5. Using magazines and construction paper, have students create a collage of pictures related to an occupation that interests them.

COMMENTS:

NATIONAL GUIDELINES:

VIII.5: Describe the effects that societal changes, economic changes and technology advancement have on occupations.

EVALUATION: Students have identified future career opportunities and their job requirements, and described in art form their "ideal" occupation.

RESOURCES: Cornish, Edward (Editor) Careers Tomorrow: The Outlook for Working in a Changing World.
Cetron, Marvin, and Thomas O'Toole. "Futurist" Magazine.
Self-Exploration Series. "Career Exploration". (Disk).
Weinstein, Robert. Jobs for the 21st Century.
Jobs for the '90s. (Filmstrips).
Feingold, Norman and Norma Miller. Emerging Careers: New Occupations for the Year 2000 and Beyond.

CONCEPT: CAREER 2.1

TITLE: CAREERS RELATED TO GEOGRAPHICAL LOCATIONS

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Describe the relationship between a geographical location and related careers.

LEVEL: 7

MATERIALS NEEDED: Maps of the U.S. and Nebraska, pictures of different geographic areas (desert, ocean, forest), paper, pencil, crayons

PROCEDURE:

1. Display a U.S. map and describe areas of water, mountain, desert and forest.
2. Show pictures of various geographical areas and describe the climate and other special features of these areas.
3. Discuss the kinds of jobs related to these areas.
    - A. Fishing industry in water areas.
    - B. Forestry occupations in forest areas.
    - C. Recreation, such as skiing, in mountain areas.
4. Give students a map outline of Nebraska as a worksheet and ask them to identify areas in the state. (Ex. Sandhills, Platte River valley, metropolitan area, etc.)
5. Discuss occupations specific to various geographical areas by asking students "What type of work would be more likely or popular in the area?"
6. Discuss how these different careers and living in these different geographical locations may effect ones' lifestyle (work and leisure activities).
7. After completing numbers 4, 5, & 6 above, repeat these steps using the entire U.S. map.

COMMENTS: Students may be divided into groups to work on a mural showing occupations specific to assigned geographical areas.

This could include an activity wherein students match pictures of an area to types of occupations.

NATIONAL GUIDELINES:

X.5: Discuss advantages and disadvantages of various life styles.

EVALUATION: Students have examined geographical areas of Nebraska and the United States and can relate jobs to specific geographic areas.

RESOURCES: *Where the Jobs Are*. (Filmstrips).
Exploring Careers. (Activity Book).

CONCEPT: CAREER 2.1

TITLE: TRAINING REQUIREMENTS FOR CAREERS

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify a variety of career opportunities in the Trade and Technical fields and the education/training requirements.

LEVEL: 7

MATERIALS NEEDED: "Trade and Technical Careers & Training" Handbook

PROCEDURE:

1. Using the "Trade and Technical Careers and Training" Handbook, let each student pick three (or more) careers in which they are interested.
2. Have students fill out an information request form (Located in the middle of the handbook).
   A. The teacher needs to check these for accuracy. Please insert correct graduation date.
   B. The teacher may want to use the school address. Technical schools are listed by State in the back half of the handbook.
3. Using the handbook, review "Career Questions and Answers."
4. Have students plan what courses they would need to take to prepare for the careers that are interesting to them.
5. Have students share their findings.

COMMENTS: Students may wish to take the handbook home and have parents:
A. choose careers that interest them.
B. choose careers they might like their son/daughter pursue.
Using the "Career Clusters" chart, have students find the cluster that best corresponds to their selected careers.

NATIONAL GUIDELINES:
IV.2: Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

EVALUATION: Students have developed an increased awareness of career opportunities and their educational and training requirements.

RESOURCES: Trade and Technical Careers & Training Handbook. (FREE)
Ourth, John and Kathi Tamarri. Career Caravan. (Activity Book).

CONCEPT: CAREER 2.1

TITLE: CAREER'S IMPORTANCE TO SOCIETY

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify a different career each week and describe its importance in our society.

LEVEL: 7

MATERIALS NEEDED: Paper, pen or pencil, crayons, magazines

PROCEDURE:

1. Designate a bulletin board or a particular area of a bulletin board to announce a career each week. Try to use each career cluster at least twice. Select unusual careers too.
2. Using magazines, books, and other materials, ask students to find at least two facts about each career.
3. Find pictures from magazines that relate to the career to put on the bulletin board.
4. Invite a speaker to tell about each displayed career, whenever possible.
5. Advertise a "Career of the Week" by having students make and wear badges, cut from manila folders and decorated with a career motif.
6. Have students discuss the weekly career (Ex. Education required, interest, location, possible income.

COMMENTS: Students may be asked to write a composition on the career that is most important to them.

NATIONAL GUIDELINES:

VIII.2: Explain the importance of a variety of occupations and describe their place in society.
VIII.3: Describe how economic and societal needs and the work performed by the members of society are related.
VIII.4: Demonstrate knowledge of the economic contributions careers make to society.

EVALUATION: Students have a greater knowledge of "career clusters" and have gathered information on various careers in each cluster.

RESOURCES: Maloney, Mary. Career Capers. (Activity Book).
Ourth, John and Kathi Tamarri. Career Caravan. (Activity Book).
Career Education Posters. (Poster).
Career Activity Books. "Career Capers". (Activity Book).

CONCEPT: CAREER 2.1

TITLE: LOCAL AND STATE JOB OPPORTUNITIES

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Use resources for determining local and state job opportunities.

LEVEL: 7

MATERIALS NEEDED: Local newspapers, State Department of Labor Job Opportunities publications

PROCEDURE:

1. Have students obtain job opportunities from the State Department of Labor publication.
2. Have students collect "Want Ads" for a period of time from newspapers they have access to.
3. Ask students to categorize jobs from the "Want Ads" into their proper career cluster.
4. Then have students categorize jobs according to level
    - A. Professional
    - B. Skilled
    - C. Semi-skilled
5. Have students make a bulletin board displaying their findings.

COMMENTS:

NATIONAL GUIDELINES:

VI.1: Identify various ways occupations can be classified.
VI.7: Identify sources of employment in the local community.

EVALUATION: Students have collected and organized job listings into their appropriate career cluster and skill level.

RESOURCES: Local Newspapers.
State Department of Labor publications.
Rettig, Jack. Careers: Exploration and Decision.

CONCEPT: CAREER 2.1

TITLE: SCHOOL AND COMMUNITY CAREER RESOURCES

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify and locate school and community resources to obtain career information.

LEVEL: 7

MATERIALS NEEDED:

PROCEDURE:

1. Familiarize students with the career resources that are available in the school and the local community. Materials in:
   - A. the counselor's office
   - B. the school library
   - C. various classrooms in the school
   - D. the city library
   - E. career information available from local businesses
   - F. career information available from the Chamber of Commerce
   - G. community agencies that may have career information
   - H. people in the community who may be resources
2. Plan a Parents Day, where the student's parents visit the class and discuss with the students what they do at their job.

COMMENTS:

NATIONAL GUIDELINES:

- VI.3: Demonstrate skills in using available school and community resources to learn about careers.
- VI.4: Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.
- VI.5: Identify individuals in occupations who might be an information resource or role model.

EVALUATION: Students have been familiarized with career resource materials. They have planned a day for parents to visit class and share their job experience.

RESOURCES: Each school list the resources they have available for this activity.

CONCEPT: CAREER 2.2

TITLE: WHO CAN WORK HERE?

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Examine opportunities for men and women in certain occupations.

LEVEL: 7

MATERIALS NEEDED:

PROCEDURE:

1. Have students work in groups. Mix the groups so that they include both males and females.
2. Have the students brainstorm and record as many difficulties they can see for a woman working in a traditionally male position and for a man working in a traditionally female position.
3. Have students compare and discuss findings with other groups.

COMMENTS:

NATIONAL GUIDELINES:

XI.2: Describe problems, adjustments and advantages of entering a nontraditional occupation.

EVALUATION: Students have examined the influence of traditional occupational roles on job opportunities.

RESOURCES: Pro's and Con's: Sex Role Options. (Game).
Bard, Ray and Fran Moody. Breaking In: The Guide to Over 500 Corporate Training Programs.

CONCEPT: CAREER 2.2

TITLE: YOUR CHOICE

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Examine educational requirements of careers for male and female roles.

LEVEL: 7

MATERIALS NEEDED: Magazines, books, posterboard, paper, pencil or pen, scissors, glue

PROCEDURE:

1. Have students divide a piece of paper in half. Title one side "Male Roles" and the other side "Female Roles".
2. Have students write down as many roles or jobs in each category they can think of.
3. Have the male students in class research the female positions and the female students research the male positions. Find at least three facts about each career, including educational requirements.
4. Have students cut out pictures from magazines that relate to the career and place on a posterboard. Have students write their research facts under the pictures.
5. Have students discuss which occupations can be done by both men and women.

COMMENTS:

NATIONAL GUIDELINES:

- VI.1: Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.
- XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

EVALUATION: Students have examined careers traditionally engaged in by the opposite sex and skill or education requirements necessary for these careers.

RESOURCES: Bard, Ray and Fran Moody. Breaking In: The Guide to Over 500 Corporate Training Programs.

CONCEPT: CAREER 2.2

TITLE: WHAT SKILLS ARE NEEDED?

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Examine education and skills for careers for men and women.

LEVEL: 7

MATERIALS NEEDED: Library

PROCEDURE:

1. Use this activity with "Your Choice" (Career 2.2, Level 7).
2. Have students pick two occupations from step #1 that they are interested in.
3. Have students find information concerning education, training and path of entry required for occupations chosen.

COMMENTS:

1. Students may work in groups of the same occupational interest.
2. Certain occupations can be assigned or chosen from.

NATIONAL GUIDELINES:

XI.3: Understand the importance of taking courses related to career interests, even though they may be most often taken by members of the opposite sex.

EVALUATION: Students have further examined careers traditionally engaged in by the opposite sex and explored the education, training and path of entry for those occupations.

RESOURCES: Schwartz, Lester and Irv Brechner. Career Tracks.
Career Choice Series: How To Match Your Fields of Study to Job Opportunities. (Book Series).
Career Directions. (Assessment Instruments).
The Career Game. (Filmstrip).

CONCEPT: CAREER 2.3

TITLE: MY CAREER BOOK

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify interests and select a career cluster which correlates with those interests.

LEVEL: 7

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss "What Do I Like To Do?"
2. Ask each student to select a career cluster which correlates to their interests.
3. Have each student make a "Career Book" in which they will undertake a study of at least one occupation in which they are interested. This may be subject oriented. The study should include some history of the occupation; prominent persons, local, national, or international, who have been connected with it; qualities needed for success in it; facts about methods of work in the occupation; opportunities for income and achievement; and any other information the student wishes to add.
4. Have students report the information on their selected career to to the class.

COMMENTS:

NATIONAL GUIDELINES:

V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.

EVALUATION: Each student has completed a "Career Book" on at least one occupation of interest to them.

RESOURCES: SRA Self-Development Program. "What I Like To Do". (Assessment Instruments).
Farnette, Cherrie et al. At Least a Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
The Career Game. (Filmstrip).
Career Directions. (Assessment Instruments).

CONCEPT: CAREER 2.3

TITLE: LIFESTYLE AND CAREER CHOICE

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify present lifestyle in order to forecast how one's present lifestyle may accommodate one's career choice.

LEVEL: 7

MATERIALS NEEDED: Chalkboard, chalk, Occupational Outlook Handbook

PROCEDURE:

1. Explain that career choices are often made as the result of consideration of lifestyle which one wishes to lead or that one's lifestyle is a direct result of one's career choice.
2. Ask students to identify roles they play **in the home** (Ex. Cook, launderer, painter, lawn work), **in school** (Ex. Class or organization officer or committee worker, teacher helper, tutor, administration office helper, learner, etc....a learner in school is like a worker learning on the job.), and **in the community** (Ex. Boy Scout, Girl Scout, Campfire, newspaper deliverer) Selling items to raise money for any school or community group is learning salesmanship skills for the world of work.
3. After the home, school and community roles have been discussed, skits may be role-played presenting some of the ideas that were brought out in the class discussions.
4. Have students develop a list of occupations on the chalkboard in which they could use the skills that they have gained through the roles they play at home, at school and in the community.

COMMENTS: Students may wish to select one occupation from this list that they would like to know more about. They can do research to obtain information regarding training requirements, roles and tasks, and lifestyles. Using Occupational Outlook Handbook, they might find pay scales for their selected careers. Compare union and non-union wages.

NATIONAL GUIDELINES:

VI.6: Identify skills that are transferable from one occupation to another.

X.2: Identify ways in which one performs work roles at home that satisfy needs of the family.

EVALUATION: Students have examined the roles they presently play at home, at school, and in the community and related their interests and skills used to later possible career choices.

RESOURCES: Rettig, Jack. Careers: Exploration and Decision.

CONCEPT: CAREER 2.3

TITLE: IMPORTANT FACTORS THAT INFLUENCE CAREER CHOICE

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify factors that are important to consider when choosing an occupation.

LEVEL: 7

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students brainstorm all the things they think of that they consider important in selecting a career or occupation. List these ideas on the chalkboard.
2. Have students rank-order the top five choices of what they consider to be their most important influences in selecting a career or occupation.
3. Ask students to share their choices with the other members of the group.
4. Discuss similarities and differences in the choices the group members have made.
5. Discuss the kinds of jobs that might be selected as a result of the influences that students have identified.

COMMENTS: Be sure to emphasize that there are no right or wrong answers and that individuals select careers and occupations for a variety of reasons and with influences from a variety of sources. Could be used with activity Career 3.3, Level 7, "Researching Careers".

NATIONAL GUIDELINES:

V.3: Demonstrate an understanding of the importance of personal traits to job success.

EVALUATION: Students have identified personal values and other important factors that should influence their selection of a job or career.

RESOURCES: Rettig, Jack. Careers: Exploration and Decision.
The Career Game. (Filmstrip).
Self-Exploration Series: Career Exploration. (Disk).
Careers and Values: Understanding the Choices. (Filmstrips).

CONCEPT: CAREER 2.3

TITLE: PLANNING YOUR HIGH SCHOOL PROGRAM

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Organize and plan a tentative high school program based on a career interest.

LEVEL: 7

MATERIALS NEEDED: High School Curriculum Guide, Career Clusters Reference Sheet (pg. 344a), "High School Plan" worksheet (pg. 344b), pencil or pen

PROCEDURE:

1. Review the fifteen career clusters and related careers.
2. Ask students to select one or two career(s) that interest them.
   - A. If they select a specific career area (Ex. newspaper), have them be specific as to job title (Reporter, Typesetter, Proofreader, etc.).
3. Using the high school curriculum/program handbook from your school district, have the students organize and plan their high school coursework plan based upon their career interests.

COMMENTS: Arrange for a student to work one afternoon or Saturday with a person who is employed in a career which interests the student.

NATIONAL GUIDELINES:

XII.8: Complete an individual education and career plan for middle/junior high school, and postsecondary education and training.

EVALUATION: Students have organized a high school coursework plan based upon their specified career interest selected from the fifteen career clusters.

RESOURCES: High School Curriculum/Program Handbook.
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Rettig, Jack. Careers: Exploration and Decision.

CAREER CLUSTERS

Agribusiness and Natural Resources

Dairy Farmer, Farm Equipment Mechanics, Agronomist, Veterinarians, Landscaping, Poultry Farmer, Horticulture, Food Scientist, Floriculture, Fruit Farmer, Rancher-(horse/cattle), Forester, Logger, Fishers, Fish/Game Warden, Geologist, Petroleum Engineer, Ranger, Fire Lookout.

Business and Office

Computer Operator-Programmer-Service-Systems Analysis, Office Equipment, Office Supplies, Secretary, Bookkeeping, Cashiers, Receptionist, File Clerk, Work Processing, Actuary, Accountant.

Communications and Media

Telephone, Newspaper, Television, Cable Installers, Magazines, Satellites, Broadcast Technician, Radio.

Construction

Contractors, Carpenters, Architects, Brick Masons, Drafters, Surveyors, Heavy Equipment Operator, Cabinet Maker, Crane Operator, Electricians, Plumbers, Floor Covering, Glaziers, Painters, Insulation Engineers, Air Cond./Heat, Ironworkers, Plasterers, Sheetmetal, Tilesetters, Ceramic Engineers.

Consumer and Homemaking

Modeling, Interior Decorator, Tailoring, Fashion Designer, Day Care Centers, Child Monitor, Dietician, Cooks/Chefs, Meat cutters, Cake Decorator, Kitchen Helper, Caterer.

Environmental

Air Pollution Control, Biologist, Urban Planning, Meteorologist, Surveyor, Sanitary Engineer, Cartographer, Energy Conservation, Acoustical Engineer.

Fine Arts and Humanities

Artist, Performing Arts, Florist, Writers, Religious, Media specialists, Piano Tuner, Organist, Display Worker, Interpreters, Poet, Ornamental Metal, Colorist, Jeweler.

Health

Medical Records, Cytologist, X-ray Technician, Anesthesiologist, Pharmacist, Perfusionist, Laboratory Technology, Optometrist, Optician, Occultist, Surgical Technician, Podiatrist, Occupational Therapist, Biomedical Engineer, Speech Pathologist, Emergency Medical Technician, Respiratory Therapist, Psychologist, CAT Scan Technician, Hospital Administrator.

Public Services

School Personnel, Garbage Collector, Firemen, Governor, Mayor, Law Enforcement, City Manager, Corrections Officer, FBI, Guards, Military, ETV.

Transportation

Taxi Driver and Dispatcher, Truck Driver, Pilot, Ships Captain, Car Designer, Flight Attendants, Bus Drivers, Bicycles, Auto Repairers, Motorcycle Mechanic, Tire Manufacturer, Auto Parts Store, Air Traffic Controller, Railroad, Travel Agent, Track Workers, Shuttle Pilots, Parking Lot Attendants.

Marketing and Distribution

Sales, Advertising, Packaging, Market Research, Retail Store.

Hospitality and Recreation

Inn Keeper, Hotels/Motels, Recreation Leader, Resorts, Bowling Alleys, Stables, Recreation Equipment, Pro-Athlete, Guides, Grounds Keeper, Lifeguard, Race Car Driver, Jockey, Country Club Manager, Motorboat Mechanic.

Manufacturing

Tool Designer, Metallurgical Engineer, Industrial Engineer, Industrial Sewer, Robot Repair, Machinist, Instrument Maker, Machine Tools, Auto Assemblers, Boilermakers, Welders, Patent Attorney, Tool Grinder, Bucker, Sandblaster, Furniture, Loom Changer, Cloth Grader, Assembler, Glass Cutter, Laser Technologist, Robot Programmer.

Marine Science

Marine Biologist, Diver, Oceanographer, Research, Laboratory Technologist, Food Science, Exploration.

Personal Services

Waiter/Waitress, Undertaker, Private Household Workers, Cosmetologist and Barber, Pest Control, Dry Cleaners, Counselors, Sailor-Pleasure Craft, Detective, Real Estate Agent, Cosmetics, Shoe Repair, Spa Manager, Watch Repair, Banking, Lawyers, Kennel/Dog-Cat Grooming, Laundry, Paralegal Assistant, Social Worker, Mail Carriers.

HIGH SCHOOL PLAN

CAREER ____________________ NAME _______________________

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Required Subjects	Required Subjects	Required Subjects	Required Subjects
Other Electives	Other Electives	Other Electives	Other Electives
Credits	Credits	Credits	Credits

Total Credits _______________

1. List all required subjects.

2. List all electives.

3. Keep graduation credits in mind.

4. Extracurricular Activities:

   A.

   B.

   C.

   D.

CONCEPT: CAREER 2.3

TITLE: INDIVIDUAL CAREER DEVELOPMENT RECORD

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Review and revise one's individual "Career Development Record", noting changing career interests as result of personal growth in attitudes, interests, aptitudes and achievements.

LEVEL: 7

MATERIALS NEEDED: "Career Development Record" worksheet (pg. 345a), pencil or pen

PROCEDURE:

1. Provide students with their "Career Development Record" file.
2. Ask students to fill out the "Career Development Record" worksheet.
3. Then have students review the data that is thus far contained in their file.
4. Compare how their interests, aptitudes and achievements have changed since they last recorded information in their Career Development Record.
5. Discuss how some of these things change and possible reasons for these changes (Ex. More education, more experiences, etc.).
6. Consider the question, "Are my aptitudes, interests and abilities likely to change in the future? If so, what kinds of things will be beneficial to my personal development?"

COMMENTS: The "Career Development Record" is a history of individual student career aspirations including their aptitudes, interests, attitudes and achievements. To be most effective, it should be reviewed and updated at least every two years.

NATIONAL GUIDELINES:

IV.9: Relate one's aptitudes and abilities to broad occupational areas.
V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.

EVALUATION: Students have reviewed and updated their Career Development Record, noting interests that have changed as a result of personal growth and development.

RESOURCES: Farnette, Cherrie et al. At Least A Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
The Career Game. (Filmstrip).
Career Directions. (Assessment Instruments).

CAREER DEVELOPMENT RECORD

Student's Name: ______________________________

Grade: 7 Date: ______________________________

High Interest Subject: ______________________________

Low Interest Subject: ______________________________

Prefers Activities:

Outdoors__________ Indoors__________ Both__________

Physically:

Active__________ Average__________ Sedentary__________

Achievement(s):

____

____

Hobby/Interest(s):

____

____

Wants to be a: ______________________________

Career Interest Inventories taken: ______________________________

____

Inventories show preferences for: ______________________________

____

____

Comments:

____

____

CONCEPT: CAREER 2.4

TITLE: SOCIAL PERSONAL RELATIONSHIPS AFFECT ON EMPLOYMENT

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Define ways in which social and personal relationships affect employment.

LEVEL: 7

MATERIALS NEEDED:

PROCEDURE:

1. Have students conduct a survey with someone they know who is working (Ex. Parent, relative, friend) about attitudes toward good work and how social and personal relationships influence one's attitudes toward good work. Discuss the results with class.
2. Ask students to discuss working in isolation as compared to working on an assembly line or in a group (in a crew). Have them discuss which they would choose and why.
3. Have each student interview one worker and find the kinds of social and personal relationships that affect their jobs. (Be sure to get both male and female workers.)
4. Have students discuss the social and personal relationships that affect employment.
    - A. What kinds of social and personal relationships affect employment?
    - B. Are the kinds of relationships and the effects of those relationships the same for both male and female workers?

COMMENTS:

NATIONAL GUIDELINES:

V.3: Demonstrate an understanding of the importance of personal traits to job success.

EVALUATION: Students conducted a survey of a worker of their choice. They discussed attitudes and personal relationships and how they affect work. Students also discussed working, alone as opposed to working in groups or on an assembly line.

RESOURCES: Quality of Work Life. (Kit).
How to Get Along on the Job: An Activity Pack. (Cassette).
Job Survival Skills. (Activity Book).

CONCEPT: CAREER 2.4

TITLE: THE IMPORTANCE OF WORK

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Examine reasons for and the importance of work.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students write down reasons why they think work is important. Have students rank-order their reasons. (Ex. Money; provide essentials of: food, clothing, shelter; material goods; feeling of recognition; support of family)
2. Have students discuss their reasons in groups.

COMMENTS: Student papers could be kept in their file and checked at a later date for changes.

NATIONAL GUIDELINES:

X.3: Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

EVALUATION: Students have identified, discussed, and ranked reasons why work is important.

RESOURCES: Why We Work. (Filmstrips).
Why Work. (Filmstrips).

CONCEPT: CAREER 2.4

TITLE: WHAT SKILLS DO I HAVE?

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Recognize skills one has and that one needs for work.

LEVEL: 7

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students write a sentence or two about how they feel about themselves concerning:
    - A. Works well with others
    - B. Works well in groups
    - C. Cares about people
    - D. Dresses neatly
    - E. Follows directions
    - F. On time for school
    - G. Keeps room in order
2. Explain to students that these are skills they now have that make them marketable for jobs.
3. Have students discuss how they feel about these characteristics. (Ex. Are they necessary? Could they improve any of them?)
4. Have them discuss other characteristics necessary for work.

COMMENTS:

NATIONAL GUIDELINES:

IV.1: Describe the importance of academic and vocational knowledge and skills in the world of work.
IV.9: Relate one's aptitudes and abilities to broad occupational areas.
VII.1: Demonstrate the importance of personal qualities (i.e., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.

EVALUATION: Students have carefully examined and listed skills and characteristics that are necessary for employability and identified their own strengths and weaknesses in this area.

RESOURCES: Job Survival Skills. (Activity Book).
Job Survival Series. (Disks).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 8

Activity Page

Learning 2.1

School Skills. 349
School/Career Skills 350
The Future And You 351

Learning 2.2

Good Features. 352
Very Much Like Me. 353
Strengths And Skills 354

Learning 2.3

Learning Attitudes And Behaviors 355
Educational Planning 356
Related Skills And Occupations 357

Learning 2.4

Decision-Making Process. 358
Building Bridges, Not Walls. 359
Problem-Solving. 360

Personal/Social 2.1

Individual And Group Goals 361
How Our Needs Affect Our Decisions 362
Communication With "I Feel" Statements 363
Family Fun Kits. 364
Friendships From A To Z. 365
Gladvertisements: Help Wanted/Position Available "Good Friend". 366
A Family Is A Way Of Feeling 367
Roots And Wings: Sharing A Family Tradition 368
Activities Alone Or Group. 369

Personal/Social 2.2

Friendship Pro-File And Con-File 370
Case Study: Family Conflict 371
Surviving Loss In Friendship 372

Personal/Social 2.3

From Friendship Cliques To Friendship Clicking 373
Growth And Learning. 374
Skillful Listening 375

Personal/Social 2.4

Peer Pressure: "To Do Or Not To Do -- That Is The Question". 376
You And The Group. 377
Equity Awareness 378

Career 2.1

Career Information 379
Career Awareness 380
Getting Information About Careers. 381

Career 2.2

Traditional/NonTraditional Careers 382
Sex Roles And Careers. 383
Labor Market Information In Career Decision-Making . . 384

Career 2.3

My Present Job Experiences 385
Job Experiences Of My Family 386
Life Goals Affect Career Choice. 387
Career Interest Inventory. 388

Career 2.4

Why People Work. 389
Career Opportunities In Geographical Areas 390
Communication Skills For Obtaining A Job 391

CONCEPT: LEARNING 2.1

TITLE: SCHOOL SKILLS

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Recognize school skills that may be used in everyday life.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students list school skills used in everyday life (Ex. reading, listening, speaking).
2. Have students list personality characteristics (Ex. Cooperation, loyalty, cheerfulness, dependability, etc.).
3. Discuss how attitudes affect success.
4. Have group discuss the benefits of matching skill and personality strengths to job settings.
5. From the student's individual lists of school skills, have them make another list showing how these strengths can help them make career decisions.

COMMENTS:

NATIONAL GUIDELINES:
IV.9: Relate one's aptitudes and abilities to broad occupational areas.

EVALUATION: Students have made a list of their personal school skills, matched them with their personality strengths and determined how these skills and strengths can assist in making career decisions.

RESOURCES: Starkey, Carolyn and Norgina Penn. Essential Life Skills Series. (Worktext).
Brewner, Margaret M. et al. Life Skills Attitudes in Everyday Living. (Worktext).

CONCEPT: LEARNING 2.1

TITLE: SCHOOL/CAREER SKILLS

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Identify transferable skills in school which may be implemented in a career.

LEVEL: 8

MATERIALS NEEDED: "Transferable Skills" worksheet (pg. 350a), pen or pencil

PROCEDURE:
1. Fill in the "Transferable Skills" worksheet.
2. Place a check in the last column to indicate skills you are already transferring to other situations.
3. Discuss how skills learned in one situation are used again in different situations.

COMMENTS: Resources in the guidance office or career center may be used.

NATIONAL GUIDELINES:
IV.9: Relate one's aptitudes and abilities to broad occupational areas.

EVALUATION: Students have completed the "Transferable Skills" worksheet and identified how these skills are useful in multiple situations.

RESOURCES: Self-Exploration Series. (Disks).
Starkey, Carolyn and Norgina Penn. Essential Life Skills Series. (Worktext).
Brewner, Margaret M. et al. Life Skills Attitudes in Everyday Living. (Worktext).

TRANSFERABLE SKILLS

Transferable Skills	When Used in School	When Used in a Career
1. Meeting deadlines		
2. Listening		
3. Expressing yourself verbally		
4. Expressing yourself in writing		
5. Remembering		
6. Working independently		
7. Taking notes		
8. Writing in an organized manner		
9. Organizing		
10. Making decisions		
11. Solving problems		
12. Using growth criticism		
13. Being dependable		
14. Being responsible		
15. Working as part of a team		
16. Planning ahead		
17. Negotiating		
18. Being motivated		
19. Leading		
20. Arriving on time		

CONCEPT: LEARNING 2.1

TITLE: THE FUTURE AND YOU

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Describe future lifestyles and environments.

LEVEL: 8

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Ask the class to imagine that a time machine has just propelled them into the future and they are now 25 years old.
2. Instruct the class to take a look at the person they hope to be at age 25.
3. Have students write a paper using the following questions.
    - A. Where would you like to be living? In what state or country? In what kind of community? Describe that place and tell why you want to live there.
    - B. Do you live in a house, a highrise condo, a mobile home or some other kind of dwelling? How does it look? What work-saving devices does it have?
    - C. Who else is in your family? Are you single or married? Do you have or plan to have children?
    - D. What kind of work do you do? Where do you do it? Why did you choose this kind of job?
    - E. How do you spend your leisure time? How much do you have? What do you enjoy about your special hobbies or favorite kinds of entertainment?
    - F. What has happened to the community? to the school?

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.

EVALUATION: Students will have described what they imagine their lifestyle and environment will be like at age 25.

RESOURCES: Auction. "Lifestyles". (Game).
Rainer, Tristine. The New Diary: How to Use a Journal for Self-Guidance and Expanded Creativity.

CONCEPT: LEARNING 2.2

TITLE: GOOD FEATURES

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify those characteristics he or she and others agree that the individual has, and those on which they do not agree. List reasons for differences of opinion.

LEVEL: 8

MATERIALS NEEDED: "Good Features" worksheet (pg. 352a), pencil or pen

PROCEDURE:

1. Give each student a copy of "Good Features" worksheet and ask them to place a checkmark next to the features they feel they have and write down why they believe they have this feature.
2. Distribute a second copy of the "Good Features" worksheet and ask each student to write down the name of a member of the group that they think has each of the features listed on the worksheet and give a reason why they think the person has this feature. NOTE: Each person is to remain anonymous in filling out the second worksheet.
3. Collect the second worksheet and read aloud the names only of the persons named to have certain features.
   Ex. nice - Mary, considerate - John, etc.
   Each student can make a checkmark next to that characteristic each time they are named as having it.
4. After all worksheets have been read, have students discuss if he or she checked a given feature for himself and how they feel about having had others attribute a certain feature to them and/or how they feel about not having had a certain feature attributed to them.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

II.3: Distinguish between self-characteristics and group characteristics in interrelationships.

EVALUATION: Students have identified their good features and examined how their self-evaluation compares with external evaluations.

RESOURCES: As Others See Us. (Filmstrips)
Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).
Ratliffe, Sharon A. and Deldee M. Herman. Self-Awareness: Communicating With Yourself and Others.

Name: ______________________________

"GOOD FEATURES"

1. NICE
2. CONSIDERATE
3. VERY NICE
4. KIND
5. HELPFUL
6. FRIENDLY
7. CHEERFUL
8. COURTEOUS
9. DOESN'T GET ANGRY EASILY
10. FUN TO BE AROUND
11. FUNNY
12. HONEST
13. BRAVE
14. CLEAN
15. I LIKE HIM/HER
16. SMILE
17. HAIR
18. EYES
19. DRESS
20. SHIRT
21. CLOTHES
22. SMART
23. GOOD RUNNER
24. GOOD AT BASEBALL
25. GOOD AT FOOTBALL
26. GOOD AT BASKETBALL
27. GOOD AT SWIMMING
28. GOOD PENMANSHIP
29. GOOD IN ART
30. GOOD IN MUSIC
31. IS HAPPY A LOT
32. PRETTY
33. O.K.
34. CUTE
35. GOOD LISTENER
36. EASY GOING
37. RESPONSIBLE
38. ADVENTUROUS
39. HARD WORKER
40. GOOD LOOKING
41. GENTLE
42. ENERGETIC
43. INDEPENDENT
44. CREATIVE
45. RESPECTFUL
46. SELF CONFIDENT
47. HUMBLE
48. COURAGEOUS
49. LEADER
50. OTHER ______________

CONCEPT: LEARNING 2.2

TITLE: VERY MUCH LIKE ME

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Examine personal strengths and abilities.

LEVEL: 8

MATERIALS NEEDED: "General Assessment" worksheet (pg. 353a), pencil or pen

PROCEDURE:

1. Have students fill out the "General Assessment" worksheet.
2. Form small groups and have students discuss their worksheets.
3. What discoveries did they make? Which strengths seem to enhance a personal career interest?

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.

II.4: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION: Students have discovered their individual strengths by filling out the "General Assessment" worksheet. They have shared this information in a small group and discovered how personal strengths enhance a career choice.

RESOURCES: Ratliffe, Sharon A. and Deldee M. Herman. Self-Awareness: Communicating With Yourself and Others.
Kennedy, Eugene. If You Really Knew Me Would You Still Like Me?.
Who Am I?: Looking at Self Concept. (Filmstrips).

GENERAL ASSESSMENT

NAME: ______________________________ DATE: ______________

	Not Like Me	Very Much Like Me	A Little Like Me
1. Gets along well with boys.			
2. Gets along well with girls.			
3. Gets along well with teachers.			
4. Gets school work in on time.			
5. Is funny or comical.			
6. Enjoys science projects.			
7. Remembers what's learned.			
8. Controls temper.			
9. Is willing to help others.			
10. Is confident, sure of self.			
11. Enjoys art work.			
12. Is neat and clean in appearance.			
13. Is able to take orders from teachers.			
14. Is able to concentrate.			
15. Is courteous, has good manners.			
16. Gets a lot of fun out of life.			
17. Enjoys arithmetic work.			
18. Is a leader.			
19. Studies hard, does not waste time.			
20. Sometimes allows others their way.			
21. Does not expect everything he or she does to be perfect.			
22. Is good at physical education.			
23. Has new, original ideas.			
24. Is not too tall, not too short.			
25. Is able to talk to teachers easily.			
26. Goes ahead with school work on his or her own.			
27. Makes other people feel at ease.			
28. Has lots of pep and energy.			
29. Enjoys doing independent projects.			

CONCEPT: LEARNING 2.2

TITLE: STRENGTHS AND SKILLS

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Identify strengths and abilities.

LEVEL: 8

MATERIALS NEEDED: "Skills And Strengths" inventory (pg. 354a), pencil or pen

PROCEDURE:

1. Tell the students, "We are going to talk about the things you do well. Think of something you have done recently that you did well."
2. Go around the group, having students share what they did well.
3. Give each student a copy of the "Skills And Strengths" inventory. Ask students to put a check in the appropriate box after each statement. Allow five to ten minutes to complete the inventory.
4. Divide students into small groups of five or six and ask them to focus on one student at a time.
5. All students in the group should tell that student what they think he/she does well or is skilled at.

COMMENTS: All students in this group receive skills feedback from other students.

NATIONAL GUIDELINES:

I.2: Assess individual attributes required for successfully fulfilling different roles.

EVALUATION: Students have shared a success experience, then filled out the "Success and Strengths Inventory". Then in small groups, each student is affirmed individually by each group member.

RESOURCES: Kennedy, Eugene. If You Really Knew Me Would You Still Like Me?. (Filmstrip).
Who Am I?: Looking at Self-Concept. (Filmstrips).
London, Kathleen et al. Who Am I? Who Are You?. Self-Exploration Series. (Disks).

SKILLS AND STRENGTHS INVENTORY

Name: ______________________________ Date: _____________

How well does each statement describe you?

	Very Much Like Me	Somewhat Like Me	Not Like Me	Very Unlike Me
I like to read.				
I can talk easily in a group.				
I enjoy playing a musical instrument.				
I like sports.				
Math is easy for me.				
I'm good at fixing things around the house.				
I like to sew.				
It is easy for me to listen while others speak.				
I enjoy cooking.				
I like to write.				
I make friends easily.				
I like to paint (or do kinds of art).				
I would like to be a class officer or leader of a club.				
I'm good at putting things together that come in parts.				
I get good grades in school.				
I like to work on mechanical things.				
I like caring for animals and like having pets.				
I enjoy helping others.				
I like science.				

CONCEPT: LEARNING 2.3

TITLE: LEARNING ATTITUDES AND BEHAVIORS

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Define learning behaviors and attitudes and discuss examples with students.

LEVEL: 8

MATERIALS NEEDED: "Learning Attitudes and Behaviors" worksheet (pg. 355a), pencil or pen

PROCEDURE:

1. Give each student a "Learning Attitudes and Behaviors" worksheet.
2. Ask students to indicate those that are characteristic of most occupations.
3. Have suggest other attitudes and behaviors that may be important both in school and on a job.
4. Have students discuss the items on their list and how each of them may be helpful.

COMMENTS:

NATIONAL GUIDELINES:
I.1: Assess personal likes and dislikes.

EVALUATION: Students have examined their behaviors and attitudes and how they influence learning. They have identified those attitudes and behaviors that are characteristic of most occupations.

RESOURCES: *Join*. (Game).
Self-Exploration Series. "Study Skills". (Disk).
Kehayan, Alex. *SAGE: Self-Awareness Growth Experiences.* (Activity Book).

LEARNING ATTITUDES AND BEHAVIORS

Directions: Circle the learning attitudes and behaviors below that you possess.

Always seeking to improve self

Solves problems

Follows directions exactly

Communicates well with others

Prefers to study alone

Lacks desire to advance

Cannot accept criticism

Studies well with others

Can set own study hours

Leadership ability in class

Requires special assistance from the teacher

CONCEPT: LEARNING 2.3

TITLE: EDUCATIONAL PLANNING

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Identify future learning objectives.

LEVEL: 8

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Discuss with students the tentative plans they might have for education beyond high school graduation.
   A. What are your educational plans?
   B. Are the educational plans appropriate for the kinds of occupations you wish to pursue as an adult?
   C. What can you do now and in the coming high school years?
2. Discuss the idea that it is not too early in life to begin thinking about whether they (the students) plan to discontinue their education immediately after high school or go on to college.
3. Have students write a brief description of their tentative educational plans based on this activity.

COMMENTS:

NATIONAL GUIDELINES:

IX.11: Identify ways in which decisions about education and work relate to other major life decisions.

EVALUATION: Students have discussed future educational objectives, applying the need for education to future occupations they may wish to pursue.

RESOURCES: The Career Games. (Filmstrip).
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Is There Life After High School? Planning Your Future. (Filmstrip).
Schrank, Louise Welsh. Lifeplan: A Practical Guide to Successful Career Planning.

CONCEPT: LEARNING 2.3

TITLE: RELATED SKILLS AND OCCUPATIONS

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Examine strengths and weaknesses of learning skills.

LEVEL: 8

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students rank-order their classes from their favorite to their least favorite.
2. Have students make a list of occupations they are interested in and rank-order these.
3. Have students relate their favorite classes with desired occupations.
4. Form small groups and have students discuss their related class subjects and occupation choices.
5. Have students discuss whether they match or if they need to make a choice change either of classes or occupations.
6. Ask students whether their choices fit or if they should be studying harder in another area.

COMMENTS:

NATIONAL GUIDELINES:

IV.1: Describe the importance of academic and vocational knowledge and skills in the world of work.
IV.3: Assess individual strengths and weaknesses in the basic academic disciplines.

EVALUATION: Students have examined their preferred classes and learning strengths and weaknesses in the light of making occupational choices.

RESOURCES: Schwartz, Lester and Irv Brechner. Career Tracks. Janus Hi/Lo Illustrated Worktexts. (Worktext).
Self-Exploration Series. (Disks).

CONCEPT: LEARNING 2.4

TITLE: DECISION-MAKING PROCESS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Identify the steps in decision making.

LEVEL: 8

MATERIALS NEEDED:

PROCEDURE:

Explain and discuss the following steps in decision-making:

1. Felt difficulty.
2. Recognize the problem.
3. Identify and define the problem.
4. Select alternatives for solving the problem.
5. Predict consequences for each alternative.
6. Develop a plan for solving the problem.
7. Take action toward solving the problem.
8. Follow through on activities needed to solve the problem.
9. Evaluate progress toward solving the problem.
10. Identify alternate activities needed to complete the solving of the problem.
11. Identify consequences of alternative activities.
12. Select best alternative activities to facilitate the solving of the problem.
13. Evaluate and reevaluate throughout the process until the problem is solved.
14. Once the problem is solved, accept the responsibility and the consequences.
15. Evaluate the entire process:
    - A. What was a good choice?
    - B. What was not the best choice?
    - C. What would you do differently next time?
    - D. What choices did you make out of mere habit?
    - E. What choices were well thought out?

COMMENTS:

NATIONAL GUIDELINES:

IX.6: Implement a strategy for career decision making.
IX.7: Identify possible consequences of decisions.

EVALUATION: Students have examined the step-by-step process involved in good decision-making skills.

RESOURCES: Decision Making for Success in Life. (Activity Book).
Gelatt, H. B. et al. Deciding. (Worktext).
Kolodny, Nancy et al. Smart Choices.
Draze, Dianne. Options: A Guide for Creative Decision Making. (Activity Book).
Learning to Say No. (Filmstrip).

CONCEPT: LEARNING 2.4

TITLE: BUILDING BRIDGES, NOT WALLS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Practice constructive ways of handling conflict in friendships.

LEVEL: 8

MATERIALS NEEDED: "Problem Solving Steps" worksheet (pg. 359a), pencil or pen

PROCEDURE:

1. Discuss conflicts in friendships.
2. Provide students a copy of the "Problem Solving Steps" worksheet.
3. Divide the class into small groups.
4. Give each group a problem situation and have them work it out, using the problem solving steps.
5. Discuss the results.

COMMENTS:

NATIONAL GUIDELINES:

II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.

III.5: Demonstrate ways of dealing with reactions of others under stress and conflict.

EVALUATION: Students have participated in an activity which utilized the steps in problem solving as listed on the worksheet.

RESOURCES: Gazda, George et al. Real Talk: Exercises in Friendship and Helping Skills. (Activity Book).
Tuning In To Others: Person to Person Interaction Kits. (Game).
Read On! Write On! Series. (Worktext).
Friends: How They Help...How They Hurt. (Filmstrip).

PROBLEM SOLVING STEPS - WORKSHEET

1. Felt difficulty.
2. Recognize the problem.
3. Identify and define the problem.
4. Select alternatives for solving the problem.
5. Predict consequences for each alternative.
6. Develop a plan for solving the problem.
7. Take action toward solving the problem.
8. Follow through on activities needed to solve the problem.
9. Evaluate progress toward solving the problem.
10. Identify consequences of alternative activities.
11. Select best alternative activities to facilitate the solving of the problem.
12. Evaluate and reevaluate throughout the process until the problem is solved.
13. Once the problem is solved, accept the responsibility and the consequences.
14. Evaluate the entire process.
    - A. What was a good choice?
    - B. What was not the best choice?
    - C. What would you do differently next time?
    - D. What choices did you make out of mere habit?
    - E. What choices were well thought out?

CONCEPT: LEARNING 2.4

TITLE: PROBLEM-SOLVING

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Identify problem-solving and decision-making techniques.

LEVEL: 8

MATERIALS NEEDED: "Decision-Making" worksheet (pg. 360a), paper, pencil or pen, chalkboard, chalk

PROCEDURE:

1. Present and explain vocabulary words of decision-making. Say something like, "When we have to make a decision, we have alternatives to choose from. (Each alternative has at least one consequence. A consequence is what might happen after we act on an alternative. Some of these consequences have risks. A risk is a chance we take because we can't know ahead of time what will happen.)"
2. Have students jot down on a scrap of paper, decisions which will have to be made during the coming years.
3. Have the students brainstorm to generate a list of alternatives for the decision. Record these on the chalkboard under the decision that must be made.
4. Have students underline one of the alternatives. Write it off to the side. Ask the students to help you list consequences (that might happen if this alternative is selected upon).
5. Instructor will underline one of the consequences and write it on the chalkboard. Ask the students generate a list of risks involved in each consequence.

COMMENTS: This activity is a helpful tool in teaching decision-making/problem-solving skills.

NATIONAL GUIDELINES:

III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.

EVALUATION: Students can define the terms "alternative consequence" and "risk". They have applied their understanding of these terms to decisions they make using the "Decision-Making Worksheet".

RESOURCES: Read On! Write On! Series. (Worktext).
Decision Making for Success in Life. (Activity Book).
Decision Making and Problem Solving. (Disk).
Kolodny, Nancy et al. Smart Choices.
Draze, Dianne. Options: A Guide for Creative Decision Making. (Activity Book).

DECISION-MAKING

The Problem or Decision to be Made	Alternatives (Things I could do)	Outcomes (If I do this, what will happen?)				
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
	8.					

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: INDIVIDUAL AND GROUP GOALS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: List group goals in a given situation and identify reasons why one may have to compromise individual goals in order to reach group goals.

LEVEL: 8

MATERIALS NEEDED: "NASA Direction Sheet for Scoring" and Scoring Chart" (pg. 361a), worksheets - Individual (pg. 361b), Group (pg. 361c), Answer Sheet (pg. 361d).

PROCEDURE:

1. Give each student a copy of the "Individual NASA" worksheet and allow 15 minutes to complete the exercise.
2. Form groups of 6 to 12 students and select one to be the group recorder. (The recorder participates in the exercise.)
3. Give each group one group worksheet with the following instructions:
   - A. Students are not to change any answers on their individual sheets as a result of the group discussions.
   - B. The recorder is to record group consensus on this sheet.
   - C. Groups will have 30 minutes to complete the "Group NASA" worksheet.
4. Give each student a copy of the direction sheet for scoring with the following directions:
   - A. Each student will score their own worksheet.
   - B. They will then give their score to the recorder who will compute the average of the scores for the group.
   - C. The recorder will then score the group worksheet.
5. Post results on the chalkboard using the chart on the following page.
6. Have students discuss this process allowing each student to identify why he or she might have had to compromise individual goals in order to reach the group goals.

COMMENTS:

NATIONAL GUIDELINES:

II.5: Demonstrate tolerance and flexibility in interpersonal relationships and group participation.

II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.

EVALUATION: Students have participated in an experiential learning activity that helped them discover why compromising individual goals is sometimes essential in order to reach group goals.

RESOURCES: Adapted From Handbook of Structured Experiences for Human Relations Training, Pfeiffer & Jones

NASA EXERCISE DIRECTION SHEET FOR SCORING

The group recorder will assume the responsibility for directing the scoring. Individuals will:

1. Score the net difference between their answers and correct answers. For example, if the answer was 9, and the correct answer was 12, the new difference is 3. Three becomes the score for that particular item.
2. Total these scores for an individual score.
3. Next, total all individual scores and divide by the number of participants to arrive at an average individual score.
4. Score the net difference between group worksheet answers and the correct answers.
5. Total these scores for a group score.
6. Compare the average individual score with the group score.

RATINGS:

0-20	Excellent
20-30	Good
30-40	Average
40-50	Fair
over 50	Poor

INDIVIDUAL NASA SCORING CHART

	Group 1	Group 2	Group 3
Consensus Score			
Average Score			
Range of Individual Scores			

INDIVIDUAL NASA WORKSHEET

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

__________ Box of matches

__________ Food concentrate

__________ 50 feet of nylon rope

__________ Parachute silk

__________ Portable heating unit

__________ Two .45 caliber pistols

__________ One case dehydrated Pet milk

__________ Two 100-lb. tanks of oxygen

__________ Stellar map (of the moon's constellation)

__________ Life raft

__________ Magnetic compass

__________ 5 gallons of water

__________ Signal flares

__________ First aid kit containing injection needles

__________ Solar-powered FM receiver-transmitter

GROUP NASA WORKSHEET

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading-in, in order to reach your decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

__________ Box of matches

__________ Food concentrate

__________ 50 feet of nylon rope

__________ Parachute silk

__________ Portable heating unit

__________ Two .45 caliber pistols

__________ One case dehydrated Pet milk

__________ Two 100-lb. tanks of oxygen

__________ Stellar map (of the moon's constellation)

__________ Life raft

__________ Magnetic compass

__________ 5 gallons of water

__________ Signal flares

__________ First aid kit containing injection needles

__________ Solar-powered FM receiver-transmitter

NASA ANSWER SHEET

RATIONALE:	CORRECT NUMBER:	
No oxygen	15	Box of matches
Can live for some time without food	4	Food concentrate
For travel over rough terrain	6	50 feet of nylon rope
Carrying	8	Parachute silk
Lighted side of moon is hot	13	Portable heating unit
Some use for propulsion	11	Two .45 caliber pistols
Needs H_2O to work	12	One case dehydrated Pet milk
No air on moon	1	Two 100-lb. tanks of oxygen
Needed for navigation	3	Stellar map (of the moon's constellation)
Some value for shelter or carrying	9	Life raft
Moon's magnetic field is (?)	14	Magnetic compass
You can't live long without this	2	5 gallons of water
No oxygen	10	Signal flares
First aid kit might be needed but needles are useless	7	First aid kit containing injection needles
Communication	5	Solar-powered FM receiver-transmitter

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: HOW OUR NEEDS AFFECT OUR DECISIONS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Describe the influence our needs have on the choices we make.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students brainstorm a list of the things they would need if they were to live on a new planet.
2. In a class discussion or by vote, categorize these needs to fit the five levels of need as defined by Maslow's hierarchy of human needs.
3. Discuss the relationship between the decisions we make and our needs.

COMMENTS: The five basic human needs form a hierarchy. Physical and safety needs are the most essential and must be met before later needs can be considered.

Maslow's Hierarchy of Human Needs (sequenced from lowest to highest):

1. Physical Needs
2. Safety Needs
3. Love and Acceptance Needs
4. Esteem Needs
5. Self Actualization Needs

NATIONAL GUIDELINES:

III.7: Describe physiological and psychological factors as they relate to career development.

EVALUATION: Students learned to categorize needs according to Maslow's hierarchy, then discussed how our identified needs influence our decisions.

RESOURCES: How To Make Good Decisions. (Filmstrip).
Decision Making for Success in Life. (Activity Book).
Simon, Sidney. Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living. (Activity Book).
Henderson, Gail. Dimensions of Life. Chapter 2. Pg. 17-23.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: COMMUNICATION WITH "I FEEL" STATEMENTS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Practice communicating feelings in friendships in a direct and caring way.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk, paper, pencil

PROCEDURE:

1. Introduce "I Feel Statements" as a good way to communicate both positive and negative feelings in a non-threatening way.
2. Divide the class into groups of four.
3. Have the groups develop a number (4 to 6) of "I Feel Statements" (2 or 3 positive and 2 or 3 negative). Avoid the use of the pronoun "you".
4. Bring the class into a conversation circle to share and discuss the responses.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Demonstrate concern and respect for feelings and interests of others.
II.9: Demonstrate effective social skills.
III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.
III.4: Direct emotions into socially acceptable behavior.

EVALUATION: Students have practiced communicating positive and negative emotions in a direct and caring way by owning the feeling in "I feel..." statements.

RESOURCES: Schrank, Jeffrey. Effective Communication. (Cassette).
Person to Person: Learning to Communicate. (Filmstrip).
Get the Message: Communication Basics. (Filmstrip).
Gazda, George et,al. Real Talk: Exercises in Friendship and Helping Skills. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: FAMILY FUN KITS

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Plan ways for the family to spend time together.

LEVEL: 8

MATERIALS NEEDED: Paper lunch bags, construction paper, tape, crayons or pencils

PROCEDURE:

1. Have the students make kits or packages containing ideas, things they've made or other items for a family to use in spending some special time together. The bags might contain such things as popcorn, an invitation to a picnic or ball game, fudge ingredients, games, etc.
2. Ask each student to develop a plan for a "Family Togetherness" evening, afternoon or morning. (Whatever fits the activity and the family's schedule.)
3. Have students share their idea as they develop their plans.
4. Instruct students to develop a complete agenda:
   - A. Kind of activity
   - B. Amount of time needed
   - C. Equipment or materials needed
   - D. Snacks or food needed (Include recipes)
5. In a follow-up activity, have students discuss how they felt about planning, organizing and leading the activity.

COMMENTS: Emphasize that this is a "Family Togetherness" activity. One that stimulates family interaction and a minimum of expense. Be sure to consider likes and dislikes of all family members.

NATIONAL GUIDELINES:

III.8: Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

EVALUATION: Students have taken initiative in planning a family togetherness activity, considering the likes and dislikes of all family members. At a later time, after organizing and leading the activity with their family, they have shared their personal feelings about this experience.

RESOURCES: The Successful Family: You Can Make It Happen. (Filmstrip).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: FRIENDSHIPS FROM A TO Z

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Describe friendship and non-friendship.

LEVEL: 8

MATERIALS NEEDED: Sheets of newsprint, stick-on labels, pens, markers

PROCEDURE:

1. Post two sheets of newsprint.
2. Label one "A Friend" and the other "Not A Friend".
3. Divide the class into four small groups and hand out stick-on labels.
4. Assign each group 8 or 9 letters of the alphabet.
5. Have two groups brainstorm words beginning with their letters that describe friends and friendships. Write these words on their stick-on labels and place them on the newsprint labeled "A Friend".
6. Ask the other two groups to brainstorm words beginning with their letters that indicate "non-friendliness". Write these on their labels and place on the "Not A Friend" newsprint.
7. Compare and contrast these lists. Does everyone agree?

COMMENTS:

NATIONAL GUIDELINES:

- II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.
- II.8: Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.

EVALUATION: In small groups, students have worked to identify traits of friendship and non-friendship, then compared and contrasted the group lists.

RESOURCES: Bormaster, Jeffrey S. and Carol Lou Treat. Talking, Listening, Communicating. (Activity Book).
Friends: How They Help...How They Hurt. (Filmstrip).
Gazda, George et al. Real Talk: Exercises in Friendship and Helping Skills.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: GLADVERTISEMENTS: HELP WANTED/POSITION AVAILABLE "GOOD FRIEND"

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Identify individual personal qualities they have to offer to a good friend.

LEVEL: 8

MATERIALS NEEDED: Construction paper, magazines, glue, scissors, markers, crayons, pencils

PROCEDURE:

1. Have students list their strongest personal characteristics of a "good friend".
2. Ask students to make a "gladvertisement" of themselves, announcing their best qualities as a potential friend, using drawings, phrases and other creative ideas.
3. Have a "friendship meeting" during which each student has one minute to share his/her sign with the class.
4. Display the students "gladvertisements" in the room.
5. Discuss similarities and differences in what individuals consider most important in both giving friendship and in choosing friends.

COMMENTS: Emphasize individual uniqueness and help students understand how and why people choose some to be closer friends than others.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.2: Assess individual attributes required for successfully fulfilling different roles.
I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.
II.4: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION: Students have made "gladvertisements" of themselves, identifying their friendly characteristics. They have then shared their signs in class and discussed similarities and differences in traits considered most important in giving and selecting friendship.

RESOURCES: Friends: How They Help...How They Hurt. (Filmstrip).
Gazda, George et al. Real Talk: Exercises in Friendship and Helping Skills.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: A FAMILY IS A WAY OF FEELING

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Describe the family's importance in our lives.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students define "family" through brainstorming. (Note: There are several definitions - nuclear, extended, single parent, etc.)
2. Identify functions of the family. (Make a detailed list covering the following general categories.)
   A. Physical needs - food, clothing, shelter
   B. Emotional - love, belonging, etc.
   C. Social - shaving, getting along with others, etc.
3. Discuss how important the family unit is in fulfilling the needs we all tend to "expect" and "take for granted".
4. Have students suggest ways we can all contribute to the family functions and the way we can express our appreciation of our families.

COMMENTS:

NATIONAL GUIDELINES:

III.8: Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

EVALUATION: Students have offered their personal definitions of "family", identified family functions in three general categories and discussed ways the family fulfills these needs and ways they can contribute to family functions.

RESOURCES: Teen-Parent Conflicts: Getting Along. (Filmstrip).
Family Living: Puzzles, Games and Individual Activities. (Activity Book).
The Successful Family: You Can Make It Happen. (Filmstrip).
Living With Trouble: Crisis in the Family. (Filmstrip).
Coping With Family Changes. (Filmstrip).
Dorn, Lois. Peace In The Family: A Workbook of Ideas and Actions. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: ROOTS AND WINGS: SHARING A FAMILY TRADITION

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: Describe our families' unique qualities, cultural traditions and other special characteristics.

LEVEL: 8

MATERIALS NEEDED:

PROCEDURE:

1. Ask students to identify their cultural backgrounds (English, Irish, German, French, Spanish, Negro, Polish, etc.).
2. Have each student share some family traditions related to their cultural background.

COMMENTS: Since cultural traditions often appear most evident in special food served, especially during holidays, sharing a favorite holiday recipe may be a good place to begin this activity.

NATIONAL GUIDELINES:

I.4: Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.

II.4: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION: Students will have identified their family cultural background and shared some family traditions, recipes, etc., with the group.

RESOURCES: The Successful Family: You Can Make It Happen. (Filmstrip).
Family Living: Puzzles, Games and Individual Activities. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: ACTIVITIES ALONE OR GROUP

GOAL: Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.

OBJECTIVE: In terms of the following roles, list activities done alone and those done with others; as a worker, as a player, as a citizen, as a family member.

LEVEL: 8

MATERIALS NEEDED: "Activities II" worksheet (pg. 369a), pencils or pens, chalkboard, chalk

PROCEDURE:

1. Draw a chart like one from the following page on the chalkboard.
2. Ask group members to name activities that fit into each of the cells. For an example, view chart on following page.
3. Distribute "Activities II" worksheet and instruct the students to interview three adults and ask them the following questions in order to fill in the worksheet.
   - A. As part of your family life what do you do alone?
   - B. As part of your family life what do you do as a group?
   - C. What kind of fun things do you do alone?
   - D. What kind of fun things do you do in a group?
   - E. At school or at work what things do you do alone?
   - F. At school or at work what things do you do in a group?
   - G. As a citizen what deeds have you done alone for your community?
   - H. As a citizen what deeds have you done in a group for your community?
4. After interviewing the three adults and filling out the chart, ask each student to fill in the fourth chart for themselves.
5. During a subsequent session, lead a group discussion on the findings of their three interviews and have students share their own chart.

COMMENTS:

NATIONAL GUIDELINES:

X.3: Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

EVALUATION: Each student has completed the interview forms for three adults and themselves. At a later session, students share their findings with one another in a class discussion.

RESOURCES: "Activities II Worksheet" (following page)

Name: ____________________

ACTIVITIES II WORKSHEET

Interview three adults asking the following questions:

1. As part of your family life, what do you do alone?
2. As part of your family life, what do you do as a group?
3. What kind of fun things do you do alone?
4. What kind of fun things do you do in a group?
5. At school or at work, what things do you do alone?
6. At school or at work, what things do you do in a group?
7. As a citizen, what deeds have you done for your community?
8. As a citizen, what deeds have you done in a group for your community?

	Things I do Alone	Things I do in a Group
Family Role		
Leisure Role		
School or Occupational Role		
Citizen Role		

	Things I do Alone	Things I do in a Group
Family Role		
Leisure Role		
School or Occupational Role		
Citizen Role		

	Things I do Alone	Things I do in a Group
Family Role		
Leisure Role		
School or Occupational Role		
Citizen Role		

	Things I do Alone	Things I do in a Group
Family Role		
Leisure Role		
School or Occupational Role		
Citizen Role		

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: FRIENDSHIP PRO-FILE AND CON-FILE

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Define the qualities of a good friendship and describe ways in which friendships change.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Brainstorm - have students list reasons why we choose the friends we choose. (Positive and negative)
2. After students have generated a list of reasons, ask them to differentiate between the positive and negative ones.
3. Discuss how individuals feel about being friends for positive reasons.
4. Discuss how individuals feel when you feel a friend is their friend for negative reasons.
5. Define ways we can turn the "negative reasons" for friendships into positive ones.

COMMENTS:

NATIONAL GUIDELINES:

III.6: Describe changes that occur in the physical, psychological, social and emotional development of an individual.

EVALUATION: Students have identified positive and negative reasons why they choose certain people to be their friends. They have identified feelings associated with positive/negative friendships and defined ways of changing negative reasons for friendship into positive ones.

RESOURCES: Friends: How They Help...How They Hurt. (Filmstrip).
Gazda, George et al. Real Talk: Exercises in Friendship and Helping Skills.
Booher, Dianna D. Making Friends with Yourself and Other Strangers.

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: CASE STUDY: FAMILY CONFLICT

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Describe ways of coping with family problems and conflicts.

LEVEL: 8

MATERIALS NEEDED: Stories or media presentations depicting family problems, conflicts or crisis

PROCEDURE:

1. Have students read a story or show a film or videotape about a family experiencing a family conflict (Ex. A separation, divorce, shared child custody, new blended family).
2. Discuss the feelings of the various family members.
3. Have students suggest possible ways of coping with the problem and the importance of open communication in solving it.

COMMENTS: May be used several times using different kinds of conflict as the focus for the activity.

NATIONAL GUIDELINES:

III.1: Identify experiences that are significant emotional events.
III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.
III.6: Describe changes that occur in the physical, psychological, social and emotional development of an individual.

EVALUATION: Students have experienced (in story or film) family conflict, considered the feelings of various family members and suggested possible ways of coping with the problem situation.

RESOURCES: Coping With Family Changes. (Filmstrip).
Living With Trouble: Crisis in the Family. (Filmstrip).
Krementz, Jill. How It Feels When Parents Divorce.
The Kid's Book of Divorce.
The Kid's Book About Single-Parent Families.

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: SURVIVING LOSS IN FRIENDSHIP

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Define the feelings we have when we lose a friend and describe a way of dealing with loss in friendships.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students identify ways in which we lose friends. (Ex. Death, move away, get angry at us, I drop them, etc.) Record on the chalkboard.
2. Identify and list kinds of feelings we have when we lose a friend. (Positive and negative)
3. Describe ways in which we can deal with these feelings in a positive way.

COMMENTS:

NATIONAL GUIDELINES:

III.1: Identify experiences that are significant emotional events.
III.4: Direct emotions into socially acceptable behavior.

EVALUATION: Students identified times in their life when they experienced the loss of a friend. They have examined their feelings during these times and described healthy ways of dealing with loss in friendship.

RESOURCES: Friends: How They Help...How They Hurt. (Filmstrip).
Relationships and Values: What Really Matters?.
"Friendship: Caught in the Middle". (Filmstrip).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: FROM FRIENDSHIP CLIQUES TO FRIENDSHIP CLICKING

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify ways to overcome road blocks in building new friendships.

LEVEL: 8

MATERIALS NEEDED:

PROCEDURE:

1. Identify some road blocks in initiating a friendship (getting acquainted).
2. Describe different ways in which people start new friendships. (Ex. At school, in community, at work)
3. Identify some good topics to stimulate an initial get acquainted conversation.
4. Role play "meeting a complete stranger."
    - A. At school - a new student in school or you are the new student in school
    - B. In community - new neighbors
    - C. At work - you get a new job and don't know anyone who works there

COMMENTS:

NATIONAL GUIDELINES:
II.9: Demonstrate effective social skills.

EVALUATION: Students have identified obstacles to building friendships and rehearsed various ways of overcoming these obstacles.

RESOURCES: Bormaster, Jeffrey S. and Carol Lou Treat. Talking, Listening, Communicating. (Activity Book).
Booher, Dianna D. Making Friends with Yourself and Other Strangers.
Gazda, George et al. Real Talk: Exercises in Friendship and Helping Skills.
Relationships and Values: What Really Matters?.
"Friendship: Caught in the Middle". (Filmstrip).
Person to Person: Learning to Communicate. (Filmstrip).
Varenhorst, Barbara. Real Friends: Becoming the Friend You'd Like to Be.

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: GROWTH AND LEARNING

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify how growth is positive.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students identify changes that have occurred in themselves as a result of growth and list them on the board. (These may be physical, emotional, and intellectual.)
2. Refine the list with the students to define how their growth has led to being able to do things they wanted to do.
3. Conclude with statements from students about how their growth has been positive for them.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

EVALUATION: Students have listed growth changes in themselves and identified how their growth has enabled them to do things they wanted to do.

RESOURCES: London, Kathleen et al. Who Am I? Who Are You?. Self-Exploration Series. (Disk).
Gold, Robert (editor). Stepping Stones: 17 Powerful Stories of Growing Up.
Me Power: Building Self-Confidence. (Filmstrip).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: SKILLFUL LISTENING

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify significant characteristics of effective listening.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Discuss brainstorming procedures.
2. Lead students in the gathering of ideas associated with good listening.
3. Indicate student selections on the chalkboard.
4. Identify the five most valued characteristics from the listing.
5. Role play situations using these characteristics.
6. Discuss feelings associated with being a good listener and speakers to a good listener.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Describe how one's behavior influences the feelings and actions of others.
II.1: Demonstrate concern and respect for feelings and interests of others.
II.9: Demonstrate effective social skills.

EVALUATION: After identifying good listening skills, students have practiced these skills in a role-playing situation and later shared feelings associated with being a good listener and being listened to.

RESOURCES: *Person to Person: Learning To Communicate*. "Learning to Listen". (Filmstrip).
Shrank, Jeffrey. *Effective Communication*. (Cassette).
Tuning In To Others: Person to Person Interaction Kits. (Kit).

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: PEER PRESSURE: "TO DO OR NOT TO DO -- THAT IS THE QUESTION"

GOAL: Understand the influences of differences among peoples cultures and lifestyles.

OBJECTIVE: Define "Peer Pressure" and identify its positive and negative aspects.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students describe what is meant by "peer pressure".
2. Make a list of the positive effects of peer pressure and another list of the negative effects.
3. Have students suggest alternative ways for dealing with negative peer pressure. (Ex. How can negative peer pressure be turned to positive peer pressure?)
4. Discuss assertive and aggressive responses to peer pressure and their predictable outcomes.
5. Have students create role play situations in which students can practice and critique their assertive behaviors.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Demonstrate concern and respect for feelings and interests of others.
II.2: Demonstrate coping skills acceptable to self and others.
II.3: Distinguish between self-characteristics and group characteristics in interrelationships.
II.5: Demonstrate tolerance and flexibility in interpersonal relationships and group participation.

EVALUATION: Students have defined "peer pressure" and described ways of dealing with negative pressure. They have distinguished between assertive and aggressive responses and practiced assertive response skills in role-playing situations.

RESOURCES: Inner Choice. (Game).
Coping With Peer Pressure: Getting Along Without Going Along. (Filmstrip).
The Group and You: Handling the Pressures. (Filmstrip).
Learning to Say No. (Filmstrip).
What's Right, What's Wrong?. (Filmstrip).
Where Do You Draw the Line? An Ethics Game. (Game).
Relationship and Values: What Really Matters?. "Who Comes First: You or the Group?". (Filmstrip).

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: YOU AND THE GROUP

GOAL: Understand the influences of differences among peoples cultures and lifestyles.

OBJECTIVE: Describe ways in which individuals can fit into a group.

LEVEL: 8

MATERIALS NEEDED:

PROCEDURE:

1. Ask students to identify desirable characteristics of an individual that they would welcome into their group. (Ex. Honest, truthful, considerate, etc.)
2. Have students list characteristics of individuals they would not accept into their group.
3. Discuss with students the idea that there are some groups that it is desirable and some that it is undesirable to be a part of.
4. Have students differentiate between when we should be adaptable and flexible and when we should reject being a part of the group.
5. Have students identify things we need to do in order to adapt to fit into a group. (Ex. Friends, community organizations, work-related groups, etc.)

COMMENTS: Emphasize groups who support positive goals vs. those who pursue negative goals. (Ex. Gangs, drugs, stealing, etc.)

NATIONAL GUIDELINES:

II.1: Demonstrate concern and respect for feelings and interests of others.
II.5: Demonstrate tolerance and flexibility in interpersonal relationships and group participation.

EVALUATION: Students have evaluated belonging to groups in terms of: (1) desirable characteristics of group members; (2) undesirable members; (3) when to say "yes" or "no" to group pressure; and (4) to adapt (fit in) to different groups.

RESOURCES: Varenhorst, Barbara. Real Friends: Becoming the Friend You'd Like to Be.
Quality of Work Life; Person to Person Interaction Kits. (Kit).
Relationship and Values: What Really Matters?. "Who Comes First: You or the Group?". (Filmstrip).
The Group and You: Handling the Pressures. (Filmstrip).
What's Right, What's Wrong. (Filmstrip)

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: EQUITY AWARENESS

GOAL: Understand the influences of differences among peoples cultures and lifestyles.

OBJECTIVE: Identify opinions concerning men, women and work.

LEVEL: 8

MATERIALS NEEDED: "What Do You Know About Work" quiz (pg. 378a-378b), pencil or pen

PROCEDURE:

1. Give introduction about the importance of obtaining work statistics.
2. Distribute "What Do You Know About Work" quiz and request that students complete it.
3. Discuss answers to quiz in class and how this awareness of labor conditions may have influenced students' thoughts on future careers.

COMMENTS:

NATIONAL GUIDELINES:

XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

EVALUATION: Each student has completed the "What Do You Know About Work" quiz and examined how greater awareness of work statistics influences one's career goals.

RESOURCES: U.S. Dept. of Labor
Exploring Careers. (Activity Book).
Rettig, Jack. Careers: Exploration and Decision.
Berger, Gilda. Women, Work and Wages.

WHAT DO YOU KNOW ABOUT WORK?

Directions: The following are either true or false statements about work, families and sex stereotyping. Circle the T for each one you believe is true and F if you believe the statement is false.

T F 1. Women workers constitute about half of the labor force.

T F 2. Most women work for financial reasons.

T F 3. Women workers are concentrated in low-paying, dead-end jobs.

T F 4. Women accounted for a greater part of the increase in the labor force than men in the past decade.

T F 5. The average woman worker is not as well educated as the average man worker.

T F 6. The more education a woman worker has, the more likely she is to join the labor force.

T F 7. Men and women working full-time, year-round earn about the same.

T F 8. Women high school graduates' earnings are comparable with men elementary school graduates' earnings.

T F 9. On the average, a working man and a working woman can expect to have about the same length of work life.

T F 10. The majority of work-age women are active participants in the labor force.

T F 11. There are about ten times as many more working mothers now as there were before World War II.

T F 12. About one out of seven families in the U.S. is maintained by a woman.

T F 13. Minority race (meaning all races other than white) workers earn wages and salaries comparable with those earned by white workers.

T F 14. About half of all black workers are women.

T F 15. White men workers have the best employment rate.

ANSWERS

WHAT DO YOU KNOW ABOUT WORK?

1. F Not quite half, but close. The latest figures indicate that some 43 million women were in the labor force in 1979. They made up around two-fifths of all workers.

2. T The majority of women have indeed been found to work because of economic need. Of the women in the work force in 1979, a good two-thirds were either single, widowed, divorced or separated, or had husbands whose earnings for the previous year (1978) were under $10,000.

3. T Countless studies have indeed shown that women workers are concentrated in low-paying, dead-end jobs.

4. T Nearly three-fifths of the increase in the civilian labor force this past decade was accounted for by women -- about 13 million women, compared with around 9 million men.

5. F The latest data show that the average woman worker is just as well educated as the average man worker. They are both reported to have a median of 12.6 years of school completed.

6. T The more education a woman worker has, the greater the likelihood she will seek paid employment. Among women with 4 or more years of college, about 2 out of 3 were in the labor force in 1979.

7. F The average woman worker earns only about three-fifths of what a man does, even when both work full-time, year-round.

8. F Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school -- $9,769 and $10,474, respectively, in 1978. Women with 4 years of college also had less income than men with only an 8th grade education -- $12,347 and $12,965, respectively.

9. F In 1977, the average woman could expect to spend 27.6 years of her life in the work force, compared with 38.3 years for men.

10. T In fact, for 1979, a good 60 percent of all women 18 to 64 (the usual working ages) were reported as workers. Fifty-one percent of all women 16 years old and over were workers. Labor force participation was highest among women 20 to 24 years of age.

11. T The number of working mothers is reported to have increased more than tenfold since the period preceding World War II. The number of working women more than tripled. Some 55 percent of all mothers with children under 18 years (16.6 million) were in the labor force in 1979; 45 percent of mothers with preschool children were working.

12. T In 1979, among all families in the U.S., about 1 out of 7 was maintained by a woman. Ten years before that, it was 1 out of every 10 families. Among black families, 40 percent were maintained by women. Of all women workers, about 1 out of 6 maintained a family; about 1 out of 4 black women workers maintained a family.

13. F There are wide earning gaps. The median wage or salary income of year-round full-time workers in 1978 was lowest for minority-race women: $8,996. For white women, it was $9,578; minority men, $12,885; and white men, $16,194.

14. T Nearly half of all black workers are women. The 5 million black women who were in the labor force in 1979 constituted about 53 percent of all black women.

15. T For 1979, adult white men (20 and over) were observed to have the lowest unemployment rate. Young black women (16 to 19) had the highest.

CONCEPT: CAREER 2.1

TITLE: CAREER INFORMATION

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Research and compile sufficient information about a career to make a tentative plan for obtaining entry level into that career.

LEVEL: 8

MATERIALS NEEDED:

PROCEDURE:

1. From activities in Learning 2.2 ("Strengths & Skills" and "Attitudes & Behaviors") have students relate their interests and career values to selecting one career that they would like more information about.
    - A. Name of career/occupation
    - B. Education and experience for entry
    - C. Duties performed on the job
    - D. Amount of travel required and distances (short, 100 miles or long, regional or more)
    - E. Projected opportunities in Nebraska or in another state or states (where)
    - F. Salary range
2. Have students report their findings to the group.
3. Ask students in the group if they know anyone who is working in any of the careers being reported on.

COMMENTS: Individuals identified in this activity could be invited as guest speakers for a follow-up of this activity.

NATIONAL GUIDELINES:

VI.3: Demonstrate skills in using available school and community resources to learn about careers.

VI.4: Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.

IX.2: Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.

EVALUATION: Each student has selected a career that matches his/her strengths, skills, attitudes and behavior inventories (Learning 2.2). He/she has researched the selected career and compiled information about the six areas listed in procedure #1, then reported this information to the class.

RESOURCES: Rettig, Jack. Careers: Exploration and Decision.
Wright, John. The American Almanac of Jobs and Salaries: 1987-1988 Edition.
Ourth, John and Kathi Tamarri. Career Caravan. (Activity Book).

CONCEPT: CAREER 2.1

TITLE: CAREER AWARENESS

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Explore various careers of interest by using resource materials available in the school to expand knowledge of career opportunities available.

LEVEL: 8

MATERIALS NEEDED: "What I Want From A Job" worksheets (pg. 380a-380c), resources for researching careers, pencil or pen

PROCEDURE:

1. Provide students a list of resources that are available in the school where they may research a career.
2. Ask students to think about the reward of working.
3. Have students complete "What I Want From A Job" worksheet.
4. Have students select one of the two jobs in which they are most interested in from Part B of the "What I Want From A Job" worksheet.
5. Using resources provided, the students should investigate the job they selected in relation to the "Job Reward Resource".

COMMENTS:

NATIONAL GUIDELINES:

VI.1: Identify various ways occupations can be classified.
VI.7: Identify sources of employment in the local community.

EVALUATION: After having completed the "What I Want From A Job" worksheet, students have selected one of the jobs they are most interested in and examined it in relation to the job rewards list, using the resource list provided by the teacher.

RESOURCES: Ourth, John and Kathi Tamarri. Career Caravan. (Activity Book).
Self-Exploration Series. (Disks).
Rettig, Jack. Careers: Exploration and Decision.
Farnette, Cherrie et al. At Least a Thousand Things To Do: A Career-Awareness Activity Book. (Activity Book).
Understanding Jobs and Careers. (Filmstrip).
Schwartz, Lester and Irv Brechner. The Career Finder.

WHAT I WANT FROM A JOB

Directions: Study the left-hand column and then rate yourself in the center as to how important each job reward is to you. In the right-hand column (TYPICAL JOBS), list a typical job that you think applies to each job reward.

JOB REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL JOB
1. High Income ($20,000/yr.)				
2. Middle Income ($8,000 - $20,000/yr)				
3. Moderate or lower income ($8,000 or below/yr)				
4. Security				
5. Risk or adventure				
6. Interesting & varied responsibility; chance to exercise initiative & make own decision				
7. Short hours				
8. Vacations				
9. High standing in community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				
13. Pleasant working conditions				
14. Variety of duties every day				
15. Same duties every day				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

WHAT I WANT FROM A JOB

The following illustration describes typical jobs for the JOB REWARDS listed.

Do the jobs listed here match the typical jobs you have chosen for each job reward?

Job Rewards	Typical Jobs
1. High Income (Over $20,000 a yr.)	Some professions, large businesses and farms, high-level sales work, professional athletes, some jobs in entertainment.
2. Middle Income ($8,000-$20,000 a year)	Most professions and businesses, skilled trade, some sales & technical work, some in entertainment.
3. Moderate or lower income (below $8,000 a yr.)	Clerical, some sales, operatives, service workers, laborers, farmers.
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industries.
5. Risk or adventure	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company.
6. Interesting & varied responsibilities; chance to exercise initiative & make own decisions.	Most professions, most businesses at management level, some outside sales, some craftsmen jobs.
7. Short hours	Most factory and routine office jobs.
8. Vacations	Longest in teaching; also in government work of all kinds.
9. High standing in community	Jobs requiring high degree of skill and education.
10. Early retirement	Policemen's and firemen's jobs, armed forces, some dangerous jobs such as mining.
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs.
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery & landscape work; tree surgery, orchard and farm work.
13. Pleasant working conditions	Jobs in modern factories, offices, supermarkets, air-conditioned stores.
14. Variety of duties every day	Repair work of most kinds, saleswork, installation of machinery or appliances; some office jobs--especially in smaller companies; public relations work.
15. Same duties every day	Routine typing and filing jobs; assembly jobs, cashier jobs.
16. Chance to be creative	Tailoring and dressmaking, cabinet-making and carpentry, jobs in commercial art, advertising, writing, interior decorating, entertainment.
17. Chance to be alone	Forestry, truck driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work.
18. Chance to be with people	Saleswork, social service work, receptionist jobs, legal, medical and dental work, jobs as waitresses, public relations work.

A. List below five typical jobs that you marked as very important:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. List two jobs in which you are most interested:

1. ______________________________
2. ______________________________

CONCEPT: CAREER 2.1

TITLE: GETTING INFORMATION ABOUT CAREERS

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Obtain information about careers.

LEVEL: 8

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Divide the class into small groups.
2. Have groups identify some occupations they would like to know more about.
3. Develop an interview questionnaire to obtain information about the identified occupations.
4. Organize the interviewing of people in selected occupations and ways of reporting data back to class.
5. Report the findings from the interview back to class.
6. Make a list of occupations. Identify the career cluster to which each career listed belongs.

COMMENTS:

NATIONAL GUIDELINES:

XII.6: Become aware of and observe skills needed in a variety of occupations, including owning ones' own business.

EVALUATION: Students have increased their knowledge and awareness of various careers by participating in a number of activities:

1. Selecting an occupation of their choice.
2. Developing an interview questionnaire.
3. Interviewing people in that occupation.
4. Reporting the information back to the class.
5. Identifying the occupations chosen according to their appropriate career cluster.

RESOURCES: Occupational Outlook Handbook (OOH)
Dictionary of Occupational Titles
Ourth, John and Kathi Tamarri. Career Caravan. (Activity Book).
Career Education Posters. (Poster).

CONCEPT: CAREER 2.2

TITLE: TRADITIONAL/NONTRADITIONAL CAREERS

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Discuss traditional male and female career roles and question the reasons for maintaining such divisions.

LEVEL: 8

MATERIALS NEEDED: "Career List" worksheet (pg. 382a), DOT, chalkboard, chalk

PROCEDURE:

1. Give students the following "Career List" worksheet and ask them to identify whether each is predominantly a male or female occupation.
2. Have students select four of these occupations, determining the qualifications and physical requirements for each selection.
3. Discuss qualifications and physical requirements and question whether there is a good reason for these occupations being predominantly male or female.
4. List on the chalkboard some prospective employers of these occupations. (Would these employers be apt to hire both male and female in each identified occupation?)
5. Have students discuss why certain people may or may not be hired for their previously selected careers.

COMMENTS: Gender issues may be discussed. (Ex. When looking at the demand for female mechanics or ministers; how does this influence career choice?)

NATIONAL GUIDELINES:

XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

EVALUATION: Students have thoughtfully examined the influence that gender has on obtaining jobs and how this consideration enters into career choice, especially for women.

RESOURCES: Pro's and Con's: Sex Role Options. (Game).
The Sexes Today: Moving Toward Equality. (Filmstrip).
No Boundaries: Equal Career Opportunities for All. (Filmstrip).

CAREER LIST

1. Firefighter
2. Teacher
3. Model
4. Bus Driver
5. Clerk
6. Police Officer
7. Doctor
8. Rock & Roll Music Group
9. News Reporter
10. Lawyer
11. Window Cleaner
12. Farmer
13. Sports-Player
14. Miner
15. Pilot
16. Accountant
17. Banker
18. Barber
19. Dentist
20. Construction Worker
21. Mechanic
22. Minister
23. Actor or Actress
24. Secretary
25. Governor
26. Veterinarian
27. Garbageman (Sanitary Worker)
28. Nurse
29. Stewardess
30. Writer
31. Inventor
32. Ranger
33. Stuntman
34. Architect
35. Cook

CONCEPT: CAREER 2.2

TITLE: SEX ROLES AND CAREERS

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Identify attitudes toward sex roles and their association with careers.

LEVEL: 8

MATERIALS NEEDED: "Attitudes Toward Sex Roles" worksheet (pg. 383a-383b), pencil or pen

PROCEDURE:

1. Explain the importance of attitudes toward sex roles.
2. Distribute "Attitudes Toward Sex Roles" worksheet to students and request that they be completed in class.
3. Announce scoring key to class, after completion of the exercise.
4. Discuss variation of answers and the score interpretations. Reflect on how student's attitudes may influence future career decisions.

COMMENTS:

NATIONAL GUIDELINES:

XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

EVALUATION: Students have completed the two worksheets on "Attitudes Towards Sex Roles" and scored them in class. They have discussed the score interpretations and the variance of answers. They have reflected upon how their personal attitudes may influence their future career decisions.

RESOURCES: Pro's and Con's: Sex Role Options. (Game).
The Sexes Today: Moving Toward Equality. (Filmstrip).
No Boundaries: Equal Career Opportunities for All. (Filmstrip).

ATTITUDES TOWARD SEX ROLES

Directions: Listed below are 15 common ideas about women's roles in relationship to men. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Key:

1 = VSA = Very Strongly Agree
2 = SA = Strongly Agree
3 = A = Agree
4 = SD = Strongly Disagree
5 = VSD = Very Strongly Disagree

VSA 1	SA 2	A 3	D 4	SD 5	VSD 6	
						1. Men and women should share the responsibilities and privileges of life equally.
						2. Women should express their opinions honestly, even if this is in disagreement with a man.
						3. Men and women should be paid equal wages if they are doing the same work.
						4. Women can think as logically as men.
						5. In a business setting, the woman who acts seductively is not behaving appropriately.
						6. It is possible for women to combine home and career and to do both successfully.
						7. Women who work outside the home tend to be more interesting people than those who do not.
						8. Women should follow any vocation they wish, even if this violates tradition.
						9. Women can work in any vocation without appearing masculine.
						10. Men are willing to work for women as long as they are competent.
						11. There is no genetic difference between the sexes in intellectual ability.
						12. Married women should be able to have both male and female friends.
						13. A college education is equally important for males and females.
						14. It is just as important for women to be intellectually capable as it is for men.
						15. It would be appropriate for a woman to be president of the United States is she were qualified.
						TOTAL

Directions: Listed below are 20 common ideas about women's roles in relationship to men. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

KEY: 6 = VSA = Very Strongly Agree
5 = SA = Strongly Agree
4 = A = Agree
3 = D = Disagree
2 = SD = Strongly Disagree
1 = VSD = Very Strongly Disagree

VSA 6	SA 5	A 4	D 3	SD 2	VSD 1	
						16. Women should be the "power behind the man" and not the one "out in front".
						17. Truly feminine women let the man believe he is boss even when this is not true.
						18. It is appropriate to divide work into "man's work" and "woman's work".
						19. Men should make the final decisions in financial matters and women should make the final decisions concerning the home.
						20. Acting helpless makes a woman appear more feminine.
						21. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						22. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						23. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						24. The most important characteristic for a wife is physical attractiveness.
						25. A woman should work only if she can do so without interfering with her domestic duties.
						26. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
						27. Women demand equal advantages with men in the world of work, yet insist on special privileges at the same time.
						28. It is only natural for women to be interested in people and for men to be interested in ideas.
						29. A woman's place is primarily in the home.
						30. Modern women are too competitive.
						31. Highly paid jobs should go to men with families to support.
						32. A wife should not compete with a husband in his own areas of endeavor.
						33. It is not possible to maintain a romantic relationship when a woman "beats the man at his own game."
						34. Beauty is more important to femininity than intelligence.
						35. Males are inherently capable in some areas and women in others.
						TOTAL

1. Add up the total number of points in each column for both sections (statements 1 - 35) using the corresponding scoring key. This is your score.
2. Interpretation of score:
   A score above 88 reflects dichotomous, gender-bound, traditional attitudes about the roles of men and women. A score below 88 reflects androgynous attitudes or nongender-bound attitudes about the roles of men and women in society.

CONCEPT: CAREER 2.2

TITLE: LABOR MARKET INFORMATION IN CAREER DECISION-MAKING

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Recognize the affects of male/female roles on career choices.

LEVEL: 8

MATERIALS NEEDED: "Vocational Educational Labor Market Picture" scale (pg. 384a), pencil or pen

PROCEDURE:

1. Discuss the labor market by looking at various categories (Ex. Trade and industry, business and office, marketing and distribution, health, agriculture, home economics related occupations and technical).
2. Hand out the "Vocational Educational Labor Market Picture" scale.
3. Examine male/female employment rates while comparing unemployment rates for each category.
4. Draw conclusions about job interests and expectations for employment in that area.

COMMENTS: These scales were compiled in 1979 but will be helpful in developing student awareness of trends in occupations.

NATIONAL GUIDELINES:

XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

EVALUATION: Students have examined the "Labor Market Picture" and recognized the influence gender plays in employment opportunities and career choices.

RESOURCES: Bureau of Labor Statistics, U.S. Dept. of Labor
Berger, Gilda. Women, Work and Wages.
Wright, John. The American Almanac of Jobs and Salaries: 1987-1988 Edition.

VOCATIONAL EDUCATION LABOR MARKET PICTURE
(in thousands)

	Employed			Unemployed		
	Total	Male	Female	Total	Male	Female
I. Trade and Industry						
A. Plumber	436	434	2	21	21	0
B. Radio & TV Mechanic	131	127	4	3	3	0
C. Welder	713	681	32	52	47	5
D. Cosmetologist & Hairdresser	575	63	513	13	3	10
E. Pressman (Press Oper.)	190	170	21	7	6	1
F. Upholsterer	56	44	12	3	2	1
II. Business and Office						
A. Bookkeeper	1910	169	1740	57	4	54
B. Office Machine Operator	66	19	46	4	1	3
C. Computer Operator	453	174	279	12	5	6
D. Typist	1020	34	986	65	3	61
E. Bank Teller	493	35	458	19	2	18
III. Marketing and Dist.						
A. Retail Salesperson	2362	690	1671	141	32	109
B. Cashier	1477	179	1298	142	13	130
C. Inventory Clerk	529	360	169	25	15	10
IV. Health						
A. Dental Asst.	134	3	131	9	0	9
B. Medical Records Technician	14	2	12	0	0	0
C. Health Aide/ Home Care Aide	272	34	238	13	1	11
D. Hospital Aide	1024	129	896	86	8	77
V. Agriculture						
A. Agricultural Mechanic	66	65	0	2	1	1
B. Forester	57	52	5	4	3	1
C. Groundskeeper (golf course)	615	577	38	66	59	7
VI. Home Economics Related Occupations						
A. Child Care Aide	441	21	420	25	2	22
B. Personal Service Attendant (Ex. Personal Shopper)	88	28	60	9	3	5
C. Food Service Worker (Ex. Food Checker, Caterer's Helper)	519	127	392	44	14	31
VII. Technical (after High School)						
A. Surveyor	85	85	3	5	4	1
B. Mechanical Engineer	17	16	1	0	0	0
C. Electrical Technician/ Electronics Technologist	251	226	24	6	5	1

*** 1979 Bureau of Labor Statistics, U.S. Dept. of Labor.

CONCEPT: CAREER 2.3

TITLE: MY PRESENT JOB EXPERIENCES

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify one's own job experiences (paid or non-paid).

LEVEL: 8

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list their work related experiences both paid or non-paid. (Include lawn care, babysitting, home maintenance and repair, house cleaning and redecorating, home equipment maintenance and repair, etc., even though students may consider these activities "ordinary chores" or "just helping mom or dad around the house".)
2. Show and tell - have students share with the other students their lists of job experiences.
3. Ask students to prioritize the skills from their experiences into "skills they like to perform", "skills that are just OK" and "skills they don't really care to do".
4. Discuss with the group the skills that students are obtaining through these experiences and the types of careers that these skills relate to.

COMMENTS: Emphasize how household chores, school and community activities are stepping stones in building job skills and job experiences.

NATIONAL GUIDELINES:

IV.7: Describe how continued learning enhances one's ability to achieve personal and career goals.
VI.6: Identify skills that are transferable from one occupation to another.
X.2: Identify ways in which one performs work roles at home that satisfy needs of the family.

EVALUATION: Students have focused on and identified (listed) their personal job experiences (paid and non-paid), shared their lists in class, identified skills developed through these experiences and prioritized these skills (see procedure #3).

RESOURCES: Self-Exploration Series. (Disks).
Self-Assessment: A Tool for Career Decision. (Filmstrip).

CONCEPT: CAREER 2.3

TITLE: JOB EXPERIENCES OF MY FAMILY

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify job experiences (paid or non-paid) of family members (or adults you know).

LEVEL: 8

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list the work related experiences of other members of their family. (May use the same kinds of activities as they listed for themselves.)
2. In addition, students may interview their parent(s) and other members of their families about their jobs.
    - A. Where employed
    - B. Job Title
    - C. Job Description
    - D. What kinds of tasks do they perform at their job?
    - E. What hours do they work? (daytime, swingshift, graveyard shift, flex scheduling, etc.)
    - F. What do they like most about their job?
    - G. What do they like least about their job?
    - H. How did they get into the occupation that they are presently in?
3. Have students share with other students the job related information that they have obtained from their parent(s) and other members of their families.

COMMENTS:

NATIONAL GUIDELINES:

VI.5: Identify individuals in occupations who might be an information resource or role model.

EVALUATION: Students have listed work-related experiences of other family members. They have obtained additional information about family members' jobs using the questions in procedure #2 and then shared this information with other students.

RESOURCES: Understanding Jobs and Careers. (Filmstrip).
Eddy, Arlene and Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (Activity Book).

CONCEPT: CAREER 2.3

TITLE: LIFE GOALS AFFECT CAREER CHOICE

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify career directions as they relate to your life goals.

LEVEL: 8

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss the idea of life goals.
   - A. What does the term mean?
   - B. What are some examples of life goals?
2. After several examples have been cited, have students tentatively select one "life goal".
3. Using the selected "life goal", ask students to identify a career or careers that would facilitate their obtaining that "life goal".
4. Have students share with the group their "life goal" and the career/careers they identified.
5. Ask students to relate how they identified these careers and how they think their careers will help them meet their "life goals".

COMMENTS:

NATIONAL GUIDELINES:

IX.11: Identify ways in which decisions about education and work relate to other major life decisions.

X.3: Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

XII.2: Demonstrate knowledge of vocational exploratory and introductory programs.

EVALUATION: Students have discussed the meaning of "life goals". They have each tentatively identified one life goal and a career or careers that would help obtain it, then shared this information with the class.

RESOURCES: Vedral, Joyce. I Dare You.
Self-Assessment: A Tool for Career Decision. (Filmstrip).
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.

CONCEPT: CAREER 2.3

TITLE: CAREER INTEREST INVENTORY

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Assess one's career interests.

LEVEL: 8

MATERIALS NEEDED: Career Interest Inventory (selected locally), chalkboard, chalk

PROCEDURE:

1. Have students complete an interest inventory appropriate to their age and grade level.
2. After students have completed a Career Interest Inventory, discuss with students "What are interests?" and "How do interests relate to career development and selection?"
3. Then interpret the Career Interest Inventory results with the students.
4. Have students identify and list on the chalkboard possible career choices that fit the results from this inventory.

COMMENTS: Allow any and all questions students may have. Emphasize individual uniqueness. (We all have different interests and interests may change as we learn new skills and gain experiences.)

NATIONAL GUIDELINES:

V.4: Relate knowledge of one's personal traits to a variety of occupations.
V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.

EVALUATION: Students have completed a Career Interest Inventory, discussed how interests relate to career development and selection, then selected possible careers to match their interests and abilities.

RESOURCES: Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Schwartz, Lester and Irv Brechner. The Career Finder.
The Career Game. (Filmstrip).

CONCEPT: CAREER 2.4

TITLE: WHY PEOPLE WORK

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Explore reasons for employment.

LEVEL: 8

MATERIALS NEEDED: "Reasons Why People Work" worksheet (pg. 389a), pen or pencil, paper

PROCEDURE:

1. Have students write down as many reasons they can think of why people work for each of these categories:
   A. Livelihood
   B. Human Relationships
   C. Personal Development
   D. Job Satisfaction
   E. Service
   F. Security
   G. Success
   H. Happiness
2. Pass out the handout, "Reasons Why People Work".
3. Explain to students that people work for obvious reasons other than to make money.
4. Have students form groups and discuss their reasons.
5. Have each group decide a rank order for the eight reasons.

COMMENTS:

NATIONAL GUIDELINES:

II.8: Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.

X.3: Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

EVALUATION: Students have listed reasons why people work, considering eight different categories. They have examined other reasons expressed in the handout. Then in smaller groups, after discussing these reasons they have decided a rank order for the eight reasons considered.

RESOURCES: Why We Work. (Filmstrip).
Understanding Jobs and Careers. (Filmstrip).
Careers and Values: Understanding the Choices. (Filmstrip).

REASONS WHY PEOPLE WORK

Livelihood

People work to provide themselves and their families with the basic essentials of life--food, clothing and shelter. Once these basic essentials are met, other needs and wants become important.

Human Relationships

People basically like companionship. People seek companionship with persons who have interests similar to their own. Working is a means of associating with people who have similar interests. Being part of a group gives people a feeling of belonging. Your work can provide companionship and associations with other persons.

Personal Development

A person's work can provide an opportunity to learn and grow intellectually and socially. It is a means of attaining new goals in life by developing new skills and learning new things. Work allows people to reach their fullest potential. Your work can help you grow and reach your potential.

Job Satisfaction

Since most of your adult waking life will be spent working, it is important to choose an occupation that will bring job satisfaction. You, as well as your family, will be happier if the occupation you choose is satisfying.

Service

Service may be defined as the things which a person does which are beneficial or useful to others. People like to make quality products, provide useful services and, in general, make a contribution to society. In addition, people like to feel that the work they do is important and of value to others. Your work can be a service to others.

Security

People look for security in their occupations. We need to know that when tomorrow comes, there will be work for us so that money may be earned. People want stability in their lives in order to make realistic and effective plans for the future. Your work can provide you with this security.

Success

All ambitious young people are interested in securing a beginning job that offers an opportunity for advancement. Employers are interested in employing persons who like a challenge and who want to be successful in life. Your work can give you success.

Happiness

Last, but not least, is happiness with one's work. Thomas Edison, the great inventor, was once encouraged by his wife to take a vacation. He responded by stating that he "couldn't think of anything he would rather do than work in his laboratory." Most people who choose their occupations wisely, thoroughly enjoy their work. This contributes to their overall happiness.

CONCEPT: CAREER 2.4

TITLE: CAREER OPPORTUNITIES IN GEOGRAPHICAL AREAS

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Identify career opportunities in various geographic areas in the United States.

LEVEL: 8

MATERIALS NEEDED: Library, paper, pencil or pen

PROCEDURE:

1. Divide the class into small groups (3-4 per group) , according to the area of the country they are interested in researching.
2. Assign each group to research the different sections of the country to determine career opportunitiess in that region.
3. Have students write letters to Chambers of Commerce to gather information about career opportunities in selected sites within these sections.
4. Have students visit the library to obtain information about the selected region and the industries characteristic to that area.
5. Have students compile or organize findings.
6. Have the groups report to the class and suggest how findings may be used in decision making for their own career.
7. Ask each student to decide upon a region which most interests him/her and write a paper on the decisions which brought about their selection of that region.

COMMENTS: Invite a person who changed jobs or careers after age 30 to speak to the class to explain how the first career was chosen and why a second one was selected. (Preferably a person who also changed geographical areas when they changed careers)

NATIONAL GUIDELINES:

IX.3: Describe one's current life context as it relates to career decisions.

VI.3: Demonstrate skills in using available school and community resources to learn about careers.

EVALUATION: Students selected a geographic area they were interested in researching, then joined a group with a similar selection and gathered information about career opportunities in that geographic area. After sharing their results in class, they have each written a paper stating reasons why they selected a particular location.

RESOURCES: Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Exploring Careers. (Activity Book).

CONCEPT: CAREER 2.4

TITLE: COMMUNICATION SKILLS FOR OBTAINING A JOB

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Identify communication skills needed to acquire jobs.

LEVEL: 8

MATERIALS NEEDED:

PROCEDURE:

1. Have students identify the kinds of communication skills that are important to obtaining a job.
   - A. Writing and speaking good grammar (Complete sentences, verb/noun agreement, etc.)
   - B. Use of slang, mod terms, etc.
   - C. Non-verbal communication (What to do and what not to do)
   - D. Dress (The way one should and should not dress for an interview. What messages does one's clothing send?)
2. Discuss reasons and impact of all the behaviors identified. How and why behaviors are helpful and not helpful in obtaining a job.
3. Follow-up with a role play activity of interviewing for a job.

COMMENTS: Students could also view films or filmstrips dealing with communication skills in the job interview and on the jobs and then discuss them.

NATIONAL GUIDELINES:

VII.4: Demonstrate the skills and attitudes essential for a successful job interview.

EVALUATION: Students have identified and rehearsed job interview skills needed to acquire jobs.

RESOURCES: Sunburst
Job Interview Skills. (Four Filmstrips).
Jew, Wing and Robert Tong. Janus Job Interview Kit. (Kit).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 9

Activity Page

Learning 2.1

Identifying Information Needs. 392
Education Planning I 393
Careers Contribute To The Community. 394

Learning 2.2

Study Habits Checklist 395
A Look At Good Study Habits. 396
Relaxation Techniques. 397

Learning 2.3

Learning Style 398
Decision-Making. 399
This Could Be The Start. 400

Learning 2.4

Career Development Stages. 401
Obstacles To Making Decisions. 402
Problem Solving. 403

Personal/Social 2.1

Individual Evaluation. 404
Group Discussion Roles 405
Dependence/Independence. 406
Public Interviews. 407
Non-Verbal Communication 408
Values Voting. 409

Personal/Social 2.2

Personal Work Habits I 410
Work Habits II 411
Personal Life Changes. 412

Personal/Social 2.3

Success Analysis 413
Development And Growth 414
Personal Satisfactions 415

Personal/Social 2.4

Would You Move?. 416
Leisure Analysis 417
Past And Future Lifestyles 418

Career 2.1

Holiday Celebrations And Careers 419
Foreign Language Careers 420
Labor Market Information 421
Using Labor Market Information 422
Community Resources. 423

Career 2.2

Life Roles Today And Yesterday 424
Past, Present And Future Jobs. 425
Careers - Male Or Female?. 426

Career 2.3

Career Decision Making 427
Employability Skills Checklist 428
Interview A Worker 429
Shadow A Worker. 430
Aptitude Tests 431
Interest Assessment. 432
Aptitude, Achievement, Interest And Career Choice. . . 433

Career 2.4

Why Work 434
The Resume'. 435
Resume' Writing. 436
Job Related Forms. 437
The Job Application. 438
Interviewing For A Job 439
Work Attitudes and Skills. 440

CONCEPT: LEARNING 2.1

TITLE: IDENTIFYING INFORMATION NEEDS

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Identify areas in which more information is needed to better utilize education resources in career planning.

LEVEL: 9

MATERIALS NEEDED: "Needs Attitude Assessment" (pg. 392a)

PROCEDURE:

1. Have students complete the "Needs Attitude Assessment."
2. From this assessment have students identify those areas where information is needed.
3. Prioritize in chronological order those items in which they need information:
    - A. information needed now in order to plan H.S. courses.
    - B. information needed by next summer.
    - C. information needed by next year
    - D. information needed in two years, etc......
4. Identify places where this information can be obtained.
5. Develop a plan and a schedule for getting the information.

COMMENTS: Information regarding course requirements may be explained by school personnel. Other types of information may be obtained through student assignments and class reports.

NATIONAL GUIDELINES:

VI.3: Demonstrate skills in using available school and community resources to learn about caeers.

EVALUATION: Each student has completed the "Needs Attitude Assessment" and prioritized according to Procedure 3 those areas where information is needed. From this assessment they have developed a procedure plan for getting this information.

RESOURCES: Self-Assessment: A Tool for Career Decision. (Filmstrip).
Males, Carolyn & Roberta Feigen. Life After High School: A Career Planning Guide.
Self-Exploration Series. "Career Exploration". (Disks)
Career Directions. (Assessment Instruments).
Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).

NEEDS ATTITUDE ASSESSMENT

DIRECTIONS: Read each statement. Then mark an "X" in the column after each statement that represents your answer.

STATEMENT	(Yes) AGREE	(No) DISAGREE
1. I need to have time to think about who I am and what I would like to be.		
2. I need to know how to make decisions about my career or job choice.		
3. I need to know what kinds of jobs are available in Nebraska.		
4. I need to know how to find information on careers.		
5. I need to be prepared for a job after finishing high school because I don't plan to continue my education.		
6. I need to know what post high school training programs are available in Nebraska.		
7. I need to have help locating summer or after school work.		
8. I need to know what value my high school education will have for my future.		
9. I need to have on-the-job experience to see what having a job is like.		
10. I need to know how much training is required for the job or career I wish to choose.		
11. I need to know about jobs which match my special interests and aptitudes.		
12. I need to know about good-paying jobs that do not require 4 years of college preparation.		
13. Other facts I need to know about jobs, careers or work in general are:		
14. I have a plan which will allow me to do what I want to do after high school.		
15. There are few jobs which appeal to me.		
16. I know what courses to take which will help me prepare for a specific job.		
17. I have spent a great deal of time thinking about what I plan to do after high school.		
18. Except for the money you get, jobs have little influence on your life.		
19. People do not like the jobs they have.		
20. Men should stick to "men's jobs" and women should stick to "Women's" jobs."		
21. Only people with college degrees get good paying jobs.		
22. Women are becoming too independent today.		
23. A woman can handle the combined role of homemaker and career person.		
24. Most high school students would laugh at a boy who enrolled in a secretarial course.		
25. All adult women should be prepared to support themselves financially.		

CONCEPT: LEARNING 2.1

TITLE: EDUCATION PLANNING I

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Develop a high school educational plan from the school's course offerings, including extra-curricular activities that will meet graduation requirements and goals of the student.

LEVEL: 9

MATERIALS NEEDED: High School handbooks which list and describe course requirements, electives and extra-curricular activities; "Educational Profile" Sheet (pg. 393a)

PROCEDURE:

1. Explain credit system and course requirements needed for high school graduation.
2. Explain and have students fill in by grade those courses which are required.
3. Have students select the elective courses they would like to take for each grade level.
4. Have students identify and fill in the extra-curricular activities in which they would like to participate. (Include all organizations, such as FFA, FHA, DECA, FBLA, Thespians, Pep Club, etc., as well as sports.)

COMMENTS: Allow students plenty of opportunities to ask questions regarding all offerings and all opportunities within the school. Emphasize that electives and extra-curricular activities may be changed (added or deleted) as they progress through school.

NATIONAL GUIDELINES:

IV.8: Understand how basic academic skills relate to the selection of major courses of study in high school.

EVALUATION: Students have identified and selected all required courses, electives and extra-curricular activities that will meet graduation requirements and their individual goals.

RESOURCES: Local School handbook, book of curricular and extra-curricular offerings

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is:______________

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that one must have certain courses in order to graduate.

	9th 1s|2s	Credits		10th 1s|2s	Credits
English			English		
History					
Civics					
P.E. or band					

Total ____ Total ____

	11th 1s|2s	Credits		12th 1s|2s	Credits
English			English		
American Hist.			Economics		
			Govt.		

Total ____ Total ____

Total credits for grades 9-12: _________

To graduate, a student must take and pass between 9th and 12th grades ______ semester credits. Of this number there must be ______ in English, _____ in history or social studies, ______ in physical education, _____ in math, and _____ in science. If there are others, explain:

____

____

CONCEPT: LEARNING 2.1

TITLE: CAREERS CONTRIBUTE TO THE COMMUNITY

GOAL: Understand how the home/school environment relates to the community and state environment.

OBJECTIVE: Identify different kinds of work people do and some contributions each one makes to the community.

LEVEL: 9

MATERIALS NEEDED: A collection of hats representative of occupations. (Policeman's hat, construction worker's hard hat, nurse's cap, fireman's hat, football helmet, army cap, sailor's hat, chef's hat, etc.

PROCEDURE:

1. Ask students to bring hats from parents, relatives, neighbors and friends that represent various occupations. (could use pictures of hats)
2. Arrange the hats for display in the classroom.
3. Have students identify to which occupations each hat represents.
4. Have students relate the settings in which they have seen these hats. (Ex: nurse's hat - hospital, Dr.'s Office, School, Bloodmobile, Red Cross Office.....)
5. Discuss the contributions that each of these occupations make to the community.

COMMENTS: Students might enjoy coming to school dressed like people in various careers or equipped with tools used in certain careers. (Emphasize that every occupation contributes to society.)

NATIONAL GUIDELINES:

VIII.2: Explain the importance of a variety of occupations and describe their place in society.

EVALUATION: Students have identified and expressed symbolically various occupations in the community, and discussed contributions made by each of these occupations.

RESOURCES: Community Resource People

CONCEPT: LEARNING 2.2

TITLE: STUDY HABITS CHECKLIST

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Evaluate study habits.

LEVEL: 9

MATERIALS NEEDED: "Study Habits Checklist" (pg. 395a), pencils, chalkboard, chalk

PROCEDURE:

1. Have students complete the Study Habits Checklist.
2. Explain that the purpose of the checklist is to help identify strong areas and areas where students may need to improve their study habits.
3. Ask students to share their strengths and how they use them to complete their assignments and to learn the material.
4. Have each student identify a study skill that they want to improve. (Make a list on the chalkboard.)
5. Ask the class to identify and discuss ways in which these study skills may be improved.
6. Have each student develop a plan for improving their selected study skill. (May implement a contract with the student.)

COMMENTS: By using the checklist early in the school year, teachers may be able to spot problems which may otherwise not have been detected until later in the year.

Some problems simply require an adjustment, ex. "Radio or TV bothers me while I am studying." Other problems, however, may need to be referred to a specialist or another teacher (only after discussing the situation with the student and receiving permission).

NATIONAL GUIDELINES:

IV.4: Implement a plan of action for increasing proficiency in basic educational skills.

EVALUATION: From the study habits checklist students will have discussed their strengths and identified those they want to improve.

RESOURCES: Study Skills. (Workbook).
Strategies for Study. (Workbook).
Weigand, George. How To Succeed In High School: A Practical Guide to Better Grades.
Self-Exploration Series. "Study Skills". (Disk).

STUDY HABITS CHECKLIST

NAME____ GRADE________________

	NEVER	SOME-TIMES	OFTEN/ ALWAYS
1. I seem to be unable to take notes when the teacher gives a formal lecture.			
2. I can't take notes while reading an assigned book.			
3. I have difficulties with pronouncing words.			
4. I think I can read, but I don't understand what I am reading.			
5. My major trouble seems to be that I can't get interested in the material I have to study.			
6. I understand what I read, but it seems that I can't retain the material until the next day.			
7. I can't ever get organized, or plan my assignments ahead of time.			
8. Whenever I sit down to study, thoughts come to my mind that seem to distract me from the material I am supposed to study.			
9. I can't stand in front of a group of people and speak, or recite a poem.			
10. When I read, I seem to recognize single letters and words instead of whole phrases.			
11. Whenever I start a test, I seem never to get over the first or second question. Usually I know the answers, but it feels as if I am "stuck".			
12. My reading is handicapped by not knowing difficult words. This slows down my reading.			
13. I believe I know the meaning of most of the words I read, but defining them is quite another thing. I seem to grope for the right words but can't express them.			
14. Whenever I read aloud fast, I seem to reverse words like "saw" for "was". I don't seem to notice, but others have told me.			
15. I seldom seem to recall what I have read. I do remember small, minute details, but I miss out on the meaning of the whole passage or story.			
16. The moment I see a book, I feel tired and worn out. This never happens to me in the yard or outdoors, just in connection with reading material.			
17. Soon after I start to read, my eyes get blurred.			
18. Radio or TV bothers me while I am studying.			
19. I look up new words in a dictionary only if I run across one in my assignments.			
20. If I want to be alone and study, a separate or private room is available at home for such purpose.			

CONCEPT: LEARNING 2.2

TITLE: A LOOK AT GOOD STUDY HABITS

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Evaluate one's own methods of study according to the S Q 3R method.

LEVEL: 9

MATERIALS NEEDED:

PROCEDURE:

1. Outline with students the S Q 3R study method as follows:
   S = Survey -Skim the material paying particular attention to headings, maps, charts, graphs, and words where the meaning is unknown.

   Q = Question -If questions are not assigned, the student will make his own.

   R = Read -Read the material through without stopping.

   R = Recite -Answer the questions without referring to the text.

   R = Review -Review the material frequently.

2. Ask students to offer examples of how they have or have not used this skill.
3. Have students identify what adjustments they need to make to follow this method.
4. Have students use this method for their studying for the next few days and report back on their results.
5. Have students include:
   A. Outside forces which may have interfered with their concentration, such as lighting, temperature, seating or noise (items from their Learning Style).
   B. Internal forces which may have interfered with their concentration, such as lack of interest, daydreaming, tired, etc. in relationship to the S Q 3R study method.

COMMENTS: This activity, while useful to almost any age group, is particularly helpful to 9th graders who are just beginning to experience a little independence and who may need a "system" to help them with their studies.

NATIONAL GUIDELINES:

IV.4: Implement a plan of action for increasing proficiency in basic educational skills.

V.2: Demonstrate effective learning habits and skills.

EVALUATION: Students have familiarized themselves with the S Q 3R method of study skills and rated their own methods of study.

RESOURCES: Study Skills. (Workbook).
Strategies for Study. (Workbook).
Self-Exploration Series. "Study Skills". (Disk).

CONCEPT: LEARNING 2.2

TITLE: RELAXATION TECHNIQUES

GOAL: Understand one's own strengths and abilities and how to learn most effectively.

OBJECTIVE: Demonstrate relaxation techniques for relieving stress and identify some appropriate times for their use.

LEVEL: 9

MATERIALS NEEDED: "Relaxation Procedures" (pg. 397a)

PROCEDURE:

1. Ask students to identify some situations in which they have felt very tense. (Ex: just before a big test, giving a speech, singing or playing a solo, asking for a date, etc.)
2. Have students explain what they did to try to relieve the stress and how well it works for them.
3. Tell students that, "today we are going to learn some other ways of dealing with stress."
4. Lead students through the relaxation activities on the following page.
5. After practicing the relaxation activities discuss how, when and where these may be used along with those that students cited as working well for them.

COMMENTS: Students need to understand that some stress is natural, desirable and motivates individuals, but too much is inhibiting and may result in impulsive behavior which in turn causes undesirable consequences.

NATIONAL GUIDELINES:

II.2: Demonstrate coping skills acceptable to self and others.
III.2: Demonstrate positive ways of dealing with various emotions, conflicts and stress.

EVALUATION: Students have been introduced to 3 new relaxation activities through the handout, demonstrations, and practice.

RESOURCES: Chamberlain, Valerie M. and Eddye Eubanks, Personal Skills: for Home, School and Work. (pp 71-72).
Cohen, Susan and Daniel Cohen. Teenage Stress.
Teenage Blues: Coping With Depression. (Filmstrips).
Neidhardt, Joseph and Irene Suyin Lee. Stress Management Workbook for Senior High School Students. (Workbook).

RELAXATION TECHNIQUES

From Chamberlain, Valerie M. and Eddye Eubanks, Personal Skills for Home, School and Work, Peoria, Illinois, Bennett Publishing Company, 1984, pp 71-72.

ACTIVITY I:

1. Sit in a comfortable chair with your eyes closed.
2. Make a tight fist with your right hand. Then relax your hand.
3. Let your whole arm relax and go limp.
4. Do steps 2 and 3 with your left arm.
5. Next, with your arms hanging limp at your sides, raise your eyebrows, crinkle or tighten your forehead, and tighten the muscles of your scalp. Relax all these muscles. Tighten them again. Relax them.
6. Work your way down your body. Tighten and relax the muscles in your eyes, your nose, your jaw, your neck, your shoulders, your chest, your stomach, your thighs, your calves, your ankles, and finally your toes.
7. When you finish, each part of your body should be relaxed and seem heavy. Sit quietly for a few minutes. Then open your eyes.

ACTIVITY 2:

1. Close your eyes.
2. Relax all your muscles, starting at your feet and going up to your face. Keep all your muscles relaxed.
3. Breathe through your nose. Mentally count each breath as you inhale. Breathe easily and naturally. Keep on counting silently. Try not to think about anything except your breathing and counting.
4. Continue for ten to fifteen minutes. You may open your eyes to check the time, but do not use an alarm. When you finish, sit quietly for a few minutes with your eyes closed. Then open your eyes slowly. Do not stand up for a few minutes. (Do this exercise several hours after a meal, not just after you have eaten.)

ACTIVITY 3:

1. Take a mind vacation by sitting in a chair with both feet on the floor.
2. Close your eyes.
3. Think of your favorite place --- mountains, ocean, or lake.
4. Relax there. Feel the breeze blow. Smell the fresh air. Hear the natural sounds.
5. Stay on your mind vacation at least ten minutes. Then slowly return to the here and now.

CONCEPT: LEARNING 2.3

TITLE: LEARNING STYLE

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Identify one's own Learning Style Preferences using Dunn's Learning Style Inventory.

LEVEL: 9

MATERIALS NEEDED: Dunn's Learning Style Inventories

PROCEDURE:

1. Have students complete Dunn's Learning Style Inventory.
2. Score inventories.
3. Discuss preferences identified by the inventory (meaning and implications).
4. Have students describe the settings and procedures they use when studying (particularly when learning new material). (This also validates their responses on the inventory.)
5. Ask students to suggest things they might do that fits their Learning Style to help them learn better and more efficiently.
6. Have students develop a plan based on their own suggestions.
7. Have students try out the plan for a week and then discuss how these plans have worked.
8. Discuss readjustments that need to be made.

COMMENTS: This exercise could be periodically reviewed throughout the year.

NATIONAL GUIDELINES:

IV.4: Implement a plan of action for increasing proficiency in basic educational skills.

V.2: Demonstrate effective learning habits and skills.

EVALUATION: Students have completed a learning-style inventory and identified their own learning style preferences.

RESOURCES: Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. "Learning Style Inventory". pp 95-110. (Assessment Instruments).
Learning Improvement Series. "Effective Study Skills". (Disk w/reproducible masters).
Self-Exploration Series. "Study Skills". (Disk).

CONCEPT: LEARNING 2.3

TITLE: DECISION-MAKING

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Explore a decision making process and how it can be applied to life situations.

LEVEL: 9

MATERIALS NEEDED: "Decision Making" model (pg. 399a), pencil or pen

PROCEDURE:

1. Introduce the following decision making process to the students:

   Step One:
   Define the problem clearly.
   "The problem is ..."
   "What I need to decide is ..."
   Step Two:
   List the possible and alternative ways of taking action. Write down all ideas that come to mind -- good, bad and in between.
   Step Three:
   Identify the possible consequences of each alternative course of action. Ask yourself: "What are the likely outcomes if I take this course of action?"
   Step Four:
   Choose the best alternative.
   Step Five:
   Take action! Perhaps writing a self-contract will stimulate action: "I see I must ... (personal response to the identified problem). I will ... (the chosen appropriate course of action)
   by ... (date)."
2. Pass out the "Decision Making" model. Give students a problem in which they must go through the decision making process. (Ex. School work, peer pressure, careers)
3. Form small groups and discuss their decision making and their use of the process.

COMMENTS: Activity should be repeated at a later time to see if students understand or if they can use this for making decisions.

NATIONAL GUIDELINES:

II.2: Demonstrate coping skills acceptable to self and others.
IX.4: Clarify personal beliefs and attitudes and explain how they affect decision making.

EVALUATION: Students have been familiarized with a decision making process and a decision making model.

RESOURCES: Decision Making and Problem Solving (Disk).
How To Make Good Decisions. (Filmstrips).
Gelatt, H. B. et al. Deciding. (Worktext).

DECISION MAKING MODEL

The form is a helpful tool in teaching decision-making. The problem defined in Step One is written in the left column, alternative courses of action (Step Two) are listed in the middle column, and outcomes or consequences (Step Three) are indicated in the last column.

DECISION MAKING MODEL

THE PROBLEM OR DECISION TO BE MADE	ALTERNATIVES (Things I could do)	OUTCOMES (If I do this what will happen?)			
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				

CONCEPT: LEARNING 2.3

TITLE: THIS COULD BE THE START

GOAL: Understand one's own learning needs and learning styles to effectively use community resources.

OBJECTIVE: Identify individual strengths and weaknesses in academic disciplines.

LEVEL: 9

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students rank order for interest and liking the classes they are currently taking. Include classes they would like to take and will be taking in the future.
2. Have students write down their strengths and weaknesses and attitudes toward these classes.
3. Have students make a list of occupations they are interested in.
4. Form small groups and have students discuss:
   A. Relationship of classes to career interests.
   B. Changing attitudes toward classes.
   C. How can a change of attitude toward certain classes make them more interesting or bring grades up.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Assess individual attributes required for successfully fulfilling different roles.
IV.3: Assess individual strengths and weaknesses in the basic academic disciplines.

EVALUATION: Students have identified their strengths and weaknesses in academic disciplines and related these to career choice.

RESOURCES: Self-Exploration Series. "Study Skills". (Disk).

CONCEPT: LEARNING 2.4

TITLE: CAREER DEVELOPMENT STAGES

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Explain the stages which people work through in making decisions about their future lives and occupations.

LEVEL: 9

MATERIALS NEEDED: "What You Should Know About Career Development and Career Decision-Making" handout (pg. 401a)

PROCEDURE:

1. Have students read the handout identified above.
2. Ask students to identify which stage they believe they are in.
3. Then have students list the factors in each stage indicating the degree of knowledge they believe they have in each of the stages.
4. Have students select a career they are interested in and make a plan for reaching the implementation stage:

		LIST I (factors I have)		LIST II (factors I need to develop)
* FANTASY:	1.	______________	1.	______________
	2.	______________	2.	______________
	3.	______________	3.	______________
* TENTATIVE:	1.	______________	1.	______________
	2.	______________	2.	______________
	3.	______________	3.	______________
* REALISTIC:	1.	______________	1.	______________
	2.	______________	2.	______________
	3.	______________	3.	______________
IMPLEMENTATION:	1.	______________	1.	______________
	2.	______________	2.	______________
	3.	______________	3.	______________

COMMENTS: These stages are not entirely age specific. Any time throughout one's lifetime when individuals change careers or occupations they work through these stages.

NATIONAL GUIDELINES:

IX.5: Describe career development as a continuous process with sequential series of choices.

EVALUATION: Students can identify four stages involved in career development and name factors involved in each stage.

RESOURCES: Schwartz, Lester and Irv Brechner. Career Tracks.
* Ginzberg's three periods of career development.

WHAT YOU SHOULD KNOW ABOUT CAREER DEVELOPMENT AND DECISION-MAKING

Many factors influence when and how people make decisions about their future lives and occupations. Career choice is a lifelong process involving a series of decisions about yourself and what you want to do. Understanding about career development and knowing about the process of making decisions can help you plan your future.
A career decision is the result of:

INFORMATION ABOUT YOURSELF
and
INFORMATION ABOUT THE WORLD OF WORK

Career decisions should be made after you gather:

1. Realistic information about yourself
    a. your abilities
    b. your interests
    c. your experiences

2. Accurate career and job information
    See library for books and booklets about jobs and careers.

    Developing ideas about careers takes place in various stages.....individuals who have studied career development have identified four stages through which people progress:
    1. FANTASY
    2. TENTATIVE
    3. REALISTIC
    4. IMPLEMENTATION

In each of these stages you make decisions about your future.

I. I'D LIKE TO BE ------
In the first, the FANTASY STAGE, people speculate about various careers without a realistic frame of reference. They dream about careers without taking into consideration all of the factors that should enter in decision-making; for example, they may want to be a movie star or a famous writer, but they do not think about whether they have any talent for either. This stage generally occurs between the ages of six and ten...but not always!

II. I THINK I CAN BE.....
During the TENTATIVE STAGE, people take into consideration their interests, their capabilities and their values when they think about a career. For example, they may want to be a doctor because they are good in science and are interested in helping people. The activities of both of these stages are exploratory in nature. They explore all areas of possibility, but only when they enter the TENTATIVE STAGE do they begin being REALISTIC about their future and thinking about it in terms of themselves and their potential for achieving a particular career.

III. I KNOW I CAN-----
During the REALISTIC PHASE people study the options available in terms of both their own needs and the REALISTIC chances they have of achieving their goals.
a) They learn about the requirements for different fields.
b) They begin to broaden and then to narrow down their choices.
c) And at the very end of this stage, they arrive at a decision about the direction in which they are heading. The major activity during this stage is UNDERSTANDING .....the understanding of both themselves and the world of work.

IV. I AM GOING TO --------
IMPLEMENTATION is the final stage when people begin to act upon their decisions. Action here can mean a variety of different activities....taking required courses in school, applying for a training program, entering a particular program, looking for a job, or working.

It may seem that everyone passes through these stages in exactly the same order. The truth is that career development rarely progresses so logically and evenly for most people. The stage at which you find yourself often has nothing to do with your age. Sometimes people skip stages, and sometimes they can be in more than one stage at the same time. To complicate things even further, some people go through the entire process move than once.

(Examples): You can be working (IMPLEMENTATION) and at the same time fantasize about other jobs. Many adults have gone through the process but are now considering a career change and are exploring other possibilities.

CONCEPT: LEARNING 2.4

TITLE: OBSTACLES TO MAKING DECISIONS

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Identify obstacles which inhibit the process of making satisfying decisions.

LEVEL: 9

MATERIALS NEEDED: "Influences on Decisions" worksheet (pg. 402a),
"Identifying Your Own Obstacles" worksheet (pg. 402b)

PROCEDURE:
1. Have students read the following sheet, "Influences on Decisions."
2. Ask students to identify a decision presently facing them. (Ex: what courses to take in school, what career(s) to consider, etc.)
3. Have students list internal and external obstacles that prevent them from making their decision(s).
4. Discuss whether the obstacles identified are real or only misconceptions which can be changed.
5. Have students suggest ways in which they can change or cope with the misconceptions or attitudes involved.

COMMENTS:

NATIONAL GUIDELINES:
IX.9: Describe how the expectations of others affect one's career plans.

EVALUATION: Students have identified obstacles, real or imagined, that interfere with good decision making.

RESOURCES: Decision Making and Problem Solving. (Disk).
Draze, Dianne. Options: A Guide for Creative Decision Making. (Reproducible Activities Book).

INFLUENCES ON DECISIONS

Most people experience obstacles when making decisions. Identifying the particular obstacles that you face is the first step to overcoming those obstacles.

Decision making does not happen in a vacuum. Your decisions have an impact on your life; likewise, your life situation influences what decision you make and how you make them.

The society in which you grow up, your family background, your present family, your peers and the way you feel about yourself are all influences on the decisions that you make. Sometimes these factors make satisfying decision making easier. For instance, a friend who encourages you may help build your confidence and, therefore, make the final decision less difficult.

However, your society, family, peers and feelings about yourself can also act as obstacles to satisfying decision making. For example, many girls like to pursue a career that is traditionally considered to be a male occupation such as law, engineering, etc. But rather than giving it very serious thought tend to dismiss the idea. This might be due to family and peer pressure and feelings about themselves, such as lack of self-confidence, fear of failure, and age, race and sex role stereotyping.

"I would like to change jobs, but I have My family to think about."

"The reason I haven't made a decision is because I"m afraid and I know it." "Beside I couldn't make it."

"I don't really know what I want to do. Besides, It would take too long. And I'm not smart enough".

"What I would really like to be is a lawyer, but I've given up on that because I know it's so hard for women to succeed in law."

"I don't know whether I'm going to apply for that job or not. Besides, they're not going to choose a black person."

"I'm not really qualified to do that kind of job and I'm too old to get more training."

Do any of the preceding statements describe something you have heard people say or maybe even something you save said or felt? It is likely that you identify with a number of these statements. They represent some of the most common obstacles that people face when making decisions.

An obstacle to a satisfying decision is anything or anyone that prevents you from adequately considering all of the alternatives. For example, one of the persons said, "I'm too old to start something new." When looking for a job, this person might not even consider some positions for which he or she is well qualified. Age stereotyping prevents this person from considering all the possible alternatives.

Obstacles can be divided into two general categories: internal and external. Internal obstacles may include some of your feelings. For example, in one of the quotes above, the person was afraid to make a decision. For this individual, fear was an internal obstacle. External obstacles are those that originate in the person's environment, such as family responsibilities and age, race and sex discrimination. While these external obstacles are sometimes very real, they are often used as excuses. Thus, individuals put off making a decision to avoid taking risks. However, putting off making a decision is actually a decision not to make a decision even though individuals avoid recognizing the fact.

IDENTIFYING YOUR OWN OBSTACLES

DIRECTIONS: Read through the following lists of internal and external obstacles to satisfying decision making. Check the obstacles that you think are preventing you from facing your decision. Remember, an obstacle to a satisfying decision is anything or anyone that causes you not to adequately consider all of the alternatives.

INTERNAL OBSTACLES

_____ Fear of making the wrong decision

_____ Fear of taking a risk

_____ Fear of failure

_____ Fear of change

_____ Lack of self-confidence

_____ Ambivalence (that is, having conflicting feelings about the decision

_____ Procrastination (putting things off)

_____ Stereotyping about self and others with respect to age, race and sex -- Example, I can't do that, I'm too old! (or, I'm black, or I'm a man, or I'm a woman)

EXTERNAL OBSTACLES

_____ Family expectations and responsibilities (that is pay the bills, cook the meals, pressure to go into a specific career, etc.)

_____ Societal stereotyping with respect to age, race and sex -- Example: You can't do that, you're too old! (or, you're black, or you're a woman, or you're a man)

_____ Other societal expectations (that is, pressure to conform, to make increasingly more money, to be successful, to be a good parent, etc.)

*** Note the difference between societal stereotyping and self stereotyping. In one, **others do it to you** and in the other, **you do it to yourself**.

CONCEPT: LEARNING 2.4

TITLE: PROBLEM SOLVING

GOAL: Understand problem-solving skills and their application as it relates to their developmental needs.

OBJECTIVE: Identify choices and their effects in decision making.

LEVEL: 9

MATERIALS NEEDED:

PROCEDURE:

1. Have students form groups and discuss decisions about the following questions in regard to situations in procedure #2.
   - A. How will this decision affect my happiness and well being?
   - B. How will this decision affect my career?
   - C. How will this decision affect the lives of my family or other people?
   - D. How will this decision affect me in my immediate situation?
2. Have students discuss the following situations:

   Personal/Social
   - A. Should I get married?
   - B. Should I leave home after graduation?
   - C. Should I be thinking of the future now?

   Educational/Career
   - A. What career should I choose?
   - B. Should I go to college?
   - C. Should I choose work for money or because I enjoy it?

   Health/Safety
   - A. Should I drink or smoke?
   - B. What kind of foods should I eat?

   Everyday Decisions
   - A. Should I do my homework or go out with my friends?
   - B. Should I tell a friend that he or she is getting on my nerves?

COMMENTS:

NATIONAL GUIDELINES:

IX.7: Identify possible consequences of decisions.

EVALUATION: Students identified consequences in decision making.

RESOURCES: Mitchell, Joyce Slayton. Choices & Challenges: A Career Book for Men.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: INDIVIDUAL EVALUATION

GOAL: Understand attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Describe alternative ways to deal with an evaluation with which a student does not agree.

LEVEL: 9

MATERIALS NEEDED: Five sample letters (pg. 404a)

PROCEDURE:

1. The teacher or counselor identifies the strengths of each student in the group.
2. Prepare individual letters indicating that each of the students has been rejected for some inadequacy in an area in which the student is actually very strong. Five sample letters are attached.
3. Have each student in turn, read their letter to the group and express their reaction.
4. After the letters are read:
   - A. How would you react to this letter?
   - B. How did you feel when you read the letter? Why?
   - C. Do you think that the statements are true? Why?
   - D. Does this information differ in any way with your evaluation of yourself in this area? How?
   - E. What are you really like?
   - F. How can we know what our strengths and weaknesses really are?
   - G. Suppose you think this letter is unfair to you. What would you do about this situation?
   - H. What would you do if this happened on the job?
   - I. How can we correct an erroneous impression others have of us?

COMMENTS: Students should list approaches they would use in dealing with evaluations such as these or any others that students may want to suggest.

NATIONAL GUIDELINES:

II.6: Demonstrate skills in dealing with criticism.

EVALUATION: Students can express their feelings and identify their reactions to an unfair evaluation and then suggest ways of solving the problem.

RESOURCES: Simon, Sidney. Negative Criticism. (Interviewing Simulations for Jobs - see Book).

LETTER # 1: The letter states the employee is rejected because of low (20 wpm) typing speed. This letter is to be given to a student who actually types 40 wpm.

Dear Miss Rose:

Your rating on our typing test was 20 wpm. We regret that we cannot place you in our organization. If, in the future, your speed increases to meet the minimum standard for junior typists, you may apply at this office for another test.

Sincerely,

LETTER # 2: Academic. The letter states that achievement is poor and the student cannot go to vocational training. This letter is to be given to a student with a good achievement record.

Dear Mr. Doe:

Our records indicate that your academic achievement in this center does not meet the minimum standard for entering vocational training. We regret that we are unable to place you in clerical training. Your termination is effective as of March 11, 19__.

Sincerely,

LETTER # 3: Interpersonal Skills. The letter states the employee's services will be terminated due to poor relationships with supervisors and co-workers. This letter is to be given to a student who has good interpersonal relationships with others.

Dear Mr. James:

We regret to inform you that your services will be terminated as of March 15, 19__.

It has come to our attention that you have been involved in several disputes with your fellow workers and that this critically interferes with the operation of our plant.

Cooperative relationships among workers are essential in our line of work. We believe it is in the best interest of our employees and management that your services be terminated at this time.

Kindly report to the personnel office for your final check.

Sincerely,

LETTER # 4: Attendance. The letter states termination of the job is due to excessive absence. This letter is to be given to a student who has excellent attendance record.

Dear Mr. Brown:

Please note that your record to date indicates a total of 34 days absent.

The Brand Production Company understands the necessity for absences due to extenuating circumstances. However, your record far exceeds the maximum number of days allowed for illness and personal business. Under the circumstances, we must ask you to terminate your services as of the 30th of this month.

We regret the necessity of this action because your work record appears satisfactory. Nevertheless, the management can no longer maintain your position on the payroll.

Sincerely,

LETTER # 5: Appropriate Dress. The letter states termination of the job is due to dress, after repeated warnings. This letter is to be given to a student who is well-groomed at all times.

Dear Miss Byrd:

This letter is to inform you that your services as receptionist will be terminated as of March 13, 19__.

The Windsor Company requires a minimum standard of grooming for the receptionist and typing staff, a standard which, according to our records, you have failed to meet. Mrs. Shallow informs me that this matter has been discussed with you on repeated occasions and that you have made no effort to improve. I refer to the booklet, Windsor Handbook of Good Grooming, which you no doubt received during the first week of your orientation.

Kindly report to the personnel office on the 8th floor for your final check.

Sincerely,

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: GROUP DISCUSSION ROLES

GOAL: Understand attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Develop and incorporate those listening and speaking skills which will enhance communication in one's daily life.

LEVEL: 9

MATERIALS NEEDED: Prepared charts showing these four communication roles (pg. 405b through 405e), chalkboard, chalk

PROCEDURE:

1. Discuss the meaning of the four communication roles identified on the prepared charts (pg. 405b) - Leader, Listener, Gatekeeper, and advocate.
2. Write each role on the chalkboard. As discussion progresses, write the underlined behaviors on page 405b under each role.
3. Have students give examples of situations which would identify each of the four roles.
4. Using the "Group Discussion Roles" resource pages 405 c, d, and e, have students discuss the given situations while they role play the four communication roles.
5. After students have discussed a situation, have them discuss how they felt about playing these roles.
6. Discuss how people develop into these roles in group situations -- they are not assigned, they are assumed.

COMMENTS:

NATIONAL GUIDELINES:

II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.

EVALUATION: Students will have described the four major roles that develop during group interaction, explained four communication skills needed by the leader and explained three skills needed by the listener.

RESOURCES: Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).
Schrank, Jeffrey. Effective Communication. (Cassettes w/spirit masters).
Dilley, Josiah. And I Thought I Knew How To Communicate! Fresh Choices in Relating.
Harrison, Allen and Robert Bramson. Styles of Thinking: Strategies for Asking Questions, Making Decisions, and Solving Problems.
Person-To-Person: Learning to Communicate (Filmstrips).

DIRECTIONS FOR GROUP DISCUSSION ROLES ACTIVITY

Duplicate a copy of "GROUP DISCUSSION ROLES" page 405b. Cut it apart on the dotted lines. Tell the students you need 10 volunteers to role play a discussion group. Each volunteer may choose a role. Give the role players their strips and seat them in a circle on the floor. The rest of the class can sit in a circle of chairs around the role players or in their seats.

Have the leader begin by reading the problem and describing his or her feelings. Then have the other members proceed to help the leader solve the problem. They are to play the roles as described on their strips of paper. Tell them the role play will last for about five minutes.

After five minutes have a discussion. Ask the students in their seats:

- Who played the role of Leader?
- How do you know?
- Who played the role of Listener?
- How do you know?
- Who played the role of Advocate who supports behaviors that help group discussions?
- Who played the role of Advocate who expresses feelings about unhelpful group behaviors?
- How do you know?
- Who played the role of Gatekeeper?
- How do you know?

Another role-play situation is presented on the resource page, if you wish to repeat the procedure.

Explain that these are roles that help group discussion. One person can have more than one role at the same time or one at a time.

Sometimes discussions seem not to be going well. Then we can ask ourselves what role is missing. We can then try to perform that role to help the group reach acceptance and understanding.

GROUP DISCUSSION ROLES

LEADER

Speak up

You have something to say and it is important. Therefore, it is also important that you say it so that everyone can hear.

Risk

Everyone gets scared about speaking up some of the time because they get the feeling that others will laugh at them or think that what they say is dumb. So you must "risk" because the more ideas people hear, however insignificant they may seem, the more they have to think about and the more understanding they will have.

Tell how you feel and why

When you speak, tell both how you feel and why you feel that way. There is a lot of difference between saying, "I hate baseball because I can't play well," and saying, "Baseball is a stupid game." The first way, you "own your feelings." The second way, you make it sound like everyone should feel the same way.

LISTENER

Look at the speaker

Looking at the speaker helps him or her know we are listening.

Repeat how the other person feels and why

It is important that people know you are listening to them, but it is also important that they know you understand them. You can do this by repeating in your own words how the other person feels and why.

GATEKEEPER

Be an observer

The Gatekeeper is one who opens the gate and helps others come into the conversation.

Show concern

The Gatekeeper must first be an observer. He must see who is being left out. Then he must show concern. He must let that person know that he is opening the gate and wants that person to come in.

Tell how you feel when others are left out and why

To do this he must tell that person how he feels and why he feels that way. for instance, "Mary, I'm worried about you because you haven't said anything. I wonder what you're thinking about."

ADVOCATE

Support the group

Advocate means someone who speaks up in support of the group. An advocate wants the discussion to be a good one and is willing to risk speaking up when someone does something that gets in the way such as playing, whispering, or not showing concern. This person gives feedback by telling others how he feels. An advocate also speaks up when people do things that help the group and shows concern.

Give feedback (tell how you feel and why about what is going on now)

Resource Page I for
"Group Discussion Roles"

GROUP DISCUSSION ROLES

(CHEATING)

LEADER You start the discussion. You have a problem you want to risk talking about. It concerns the cheating that goes on when you play ball. You are really mad at some of your best friends because they not only do not play fair, but they try to act "big" when they get away with it. You want to tell the group how you feel about it.	Speak up. Risk. Tell how you feel
LISTENER Look at the speaker. Repeat how the other person feels and why.	LISTENER Look at the speaker. Repeat how the other person feels and why.
GATEKEEPER Be an observer. Show concern. Tell how you feel when others are left out and why.	ADVOCATE Support the group. Give feedback (when you see behaviors that help).
ADVOCATE Support the group. Give feedback (when you see behaviors that don't help).	DISTRACTOR Whisper your feelings to the person next to you instead of saying them out loud.
NON-TALKER Be shy.	DISTRACTOR Whisper your feelings to the person next to you instead of saying them out loud.

Resource Page II for
"Group Discussion Roles"

GROUP DISCUSSION ROLES

(FRIENDS REFUSE TO SPEAK TO EACH OTHER)

LEADER	You start the discussion. You have a problem you want to risk talking about. Your problem concerns your two friends who will not speak to each other. If you are nice to one of them the other one will get mad at you. You do not know what to do. Speak up. Risk. Tell how you feel
LISTENER Look at the speaker. Repeat how the other person feels and why.	LISTENER Look at the speaker. Repeat how the other person feels and why.
GATEKEEPER Be an observer. Show concern. Tell how you feel when others are left out and why.	ADVOCATE Support the group. Give feedback (when you see behaviors that help).
ADVOCATE Support the group. Give feedback (when you see behaviors that don't help).	DISTRACTOR Whisper your feelings to the person next to you instead of saying them out loud.
NON-TALKER Be shy.	DISTRACTOR Whisper your feelings to the person next to you instead of saying them out loud.

Resource Page III for
"Group Discussion Roles"

GROUP DISCUSSION ROLES

(YOU SELECT THE PROBLEM)

LEADER You start the discussion. "THIS PROBLEM CONCERNS A PROBLEM STUDENTS MAY WISH TO SELECT FOR DISCUSSION.	Speak up. Risk. Tell how you feel
LISTENER Look at the speaker. Repeat how the other person feels and why.	LISTENER Look at the speaker. Repeat how the other person feels and why.
GATEKEEPER Be an observer. Show concern. Tell how you feel when others are left out and why.	ADVOCATE Support the group. Give feedback (when you see behaviors that help).
ADVOCATE Support the group. Give feedback (when you see behaviors that don't help).	DISTRACTOR Whisper your feelings to the person next to you instead of saying them out loud.
NON-TALKER Be shy.	DISTRACTOR Whisper your feelings to the person next to you instead of saying them out loud.

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: DEPENDENCE/INDEPENDENCE

GOAL: Understand attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: The student will describe advantages and disadvantages of depending on others and being depended on.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk, paper, pencil

PROCEDURE:

1. Ask students to define the word "dependent". (Dependent - trusting or depending on another person or thing for help.)
2. Have each student list 2 people that they depend on and what they depend on them for.
3. Then have each student list 2 things that they depend on and what they depend on them for.
4. Have each student list 2 people who depend on them and what they depend on them for.
5. Then have each student list 2 things that depend on them and what they depend on them for.
6. Have students describe what they feel are the personal advantages of doing things themselves. (Use people or things they depend on). For example:

   I depend on mother to make my lunch. I might have to wait until she is ready to make it. If I did not depend on her and did it myself, I can eat sooner, saving time, satisfying my hunger and I can be proud of doing it myself. Being independent would allow mother to do things she needs to do.
7. Discuss the disadvantages of other people or things depending on them. (Use people or things that depend on them.) For example:

   I have a classmate who calls me every day after school and wants an explanation of our homework assignment for that day. His calling every day upsets my parents and at times it prevents me from doing what I'm doing. So if I help this person all the time the disadvantage to me is my loss of time and my parents being upset.
8. Discuss why it is important at times to depend on other people or things.

   Discuss the following for openers:
   A. Police and Fire Department
   B. Adult advice and leadership
   C. Telephone
   D. Doctors and Dentists
9. After discussing these four items, ask the students to generate and discuss other people and things that are necessary to depend on.

COMMENTS:

NATIONAL GUIDELINES:

II.5: Demonstrate tolerance and flexibility in interpersonal relationships and group participation.

EVALUATION: Students understand the meaning of "dependent" and the advantages and disadvantages of depending on others and being depended upon.

RESOURCES: McFarland, Rhoda. Coping Through Assertiveness. Developing As A Person. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: PUBLIC INTERVIEWS

GOAL: Understand attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Practice initiating a conversation.

LEVEL: 9

MATERIALS NEEDED: Tape Recorder (Optional).

PROCEDURE:

1. Ask the group which individuals would like to be interviewed about aspects of his/her life and values. Form dyads with one person being interviewed and the other being the interviewer.
2. The following questions are suggested but ideally the best questions occur spontaneously as the interviewer proceeds.
   - A. What things does your family do together that is fun?
   - B. If you could be any age, what age would you like to be?
   - C. Do you wish you had a larger family or a smaller family, or is your family just the right size?
   - D. How do you feel about grades in school?
   - E How do you deal with unpleasant aspects of your school or of work? Ex. School work, tasks at home or part time job.

NOTE: Leader might make up his/her own questions and place them on 3 x 5 cards, or members of the group can formulate their own questions.

3. Monitor the interaction to insure that the interviewer remains considerate of the feelings of the one being interviewed.
4. Upon completion of all interviews, discuss how each participant felt about their role and how they might do it differently on another occasion.
5. Have each student interview 2 or 3 individuals and to bring the results of their interview to the next session for discussion. (NOTE: Students should be encouraged to tape record if equipment is available.)

COMMENTS:

NATIONAL GUIDELINES:

II.1: Demonstrate concern and respect for feelings and interests of others.
II.9: Demonstrate effective social skills.

EVALUATION: Students have participated in an interview experience (as interviewer, interviewee, or both) and discussed how they might do it differently next time.

RESOURCES: Hoper, Claus. *Awareness Games: Personal Growth Through Group Interaction* (Activity Book).
Person-To-Person: Learning to Communicate (Filmstrips).
Ratliffe, Sharon A. and Deldee Hermon. *Self-Awareness: Communicating with Yourself and Others.*
Fleming, Alice. *What to Say When you Don't Know What to Say.*

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: NONVERBAL COMMUNICATION

GOAL: Understand attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: List and define nonverbal ways to communicate, send messages and/or respond.

LEVEL: 9

MATERIALS NEEDED: "Nonverbal Communications" worksheet (pg. 408a), pencil or pen, chalkboard, chalk

PROCEDURE:

1. Discuss that nonverbal communication is a method of communicating your thoughts and feelings to another person without really saying anything. Ex. a person might smile and this could communicate that she/he is happy, just as easily as saying "I'm happy."
2. Hand out the list (on following page) of nonverbal expressions or cues that individuals use to communicate.
3. Have students define what is being communicated by each of the nonverbal expressions. Mark each response on the chalkboard.
4. Discuss similarities and differences in the groups' responses.
5. Discuss how we sometimes:
   A. Misinterpret the nonverbal cues.
   B. Send ambiguous messages (smile as we say "No, I'm not angry" when we are actually angry or hurt.)
   C. Smile when we feel like crying.
   D. Cry when we feel joy.
6. Discuss the meaning of "congruence"--when our outward behavior matches our inward feelings.

COMMENTS: A collection of pictures from magazines might be used to practice interpreting nonverbal cues to feelings. Students may play a game of "charades" demonstrating nonverbal communications.

NATIONAL GUIDELINES:
II.9: Demonstrate effective social skills.

EVALUATION: Students have demonstrated an awareness of nonverbal communication by defining the message being communicated in nonverbal ways, and observing different interpretations of these nonverbal messages.

RESOURCES: Tuning In To Others (Communication Kit).
Person-To-Person: Learning To Communicate. (Filmstrips).
Schrank, Jeffrey. Effective Communication. (Cassettes w/spirit masters).

Name________________________________

NONVERBAL COMMUNICATIONS

Communicators	What they mean to you
1. Smile	
2. Pull	
3. Push	
4. Stretch	
5. Frown	
6. Hold another person	
7. Wave	
8. Look into another person's eyes	
9. Touch another person	
10. Stand close to another person	
11. Avoid eye contact	
12. Winking	
13. Sit with arms crossed in front of you	
14. Shake hands	
15. Yawn	
16. Stick tongue out at another person	
17. Scratch yourself	
18. Show of tears on face	
19. Shake head up and down	
20. Shake head side to side	

CONCEPT: PERSONAL/SOCIAL 2.1

TITLE: VALUES VOTING

GOAL: Understand attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Compare and contrast their values with their classmates.

LEVEL: 9

MATERIALS NEEDED: Values Questions, chalkboard, chalk

PROCEDURE:

1. Read aloud one by one the list of the following questions. After each question is read, ask students to take a position by a show of hands. Those who choose to answer "no" point their thumbs down, those who "agree" point their thumbs up. Those undecided fold their arms. Those who want to pass simply take no action at all. TALLY RESPONSES ON A CHALKBOARD. (Discussion is tabled until responses are tabulated from the entire list.)
    - A. How many of you think there are times when cheating is justified?
    - B. How may of you could tell someone they have bad breath?
    - C. How many of you think going steady is important in order to achieve social success?
    - D. How many of you would like teachers to be called by their first names?
    - E. How many of you think that schools do not prepare young people well enough for life?
    - F. How many of you think grades in classes ought to be abolished in school?
    - G. How many of you wish there were more children in your family?
2. Discuss with students their reasons for voting for, against, or not at all on each question. Emphasize similarities and differences of student's choices and how these differences reflect their personal values.

COMMENTS: Keep voting lists short. They lose their effectiveness after about ten. Once students understand the procedure of voting, they can create their own voting. They can make up lists of questions about their own concerns and then conduct the voting themselves.

NATIONAL GUIDELINES:

II.4: Demonstrate an appreciation for the similarities and differences among people.

EVALUATION: Students have participated in a voting exercise that has put them in touch with their personal values and how they influence individual choices.

RESOURCES: Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Activity Book). The New Independent Living Series. (Filmstrips). Auction. "Lifestyle". (Game Kit). Brewner, Margaret et al. Life Skills Attitudes In Everyday Living. (Worktext).

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: PERSONAL WORK HABITS I

GOAL: Understand the impact of ongoing changes in personal and academic life.

OBJECTIVE: Identify work habits they possess.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk, "Work Habits Inventory" (pg. 410a-410b)

PROCEDURE:

1. Brainstorm with students some of the personal habits necessary to get along with others on the job.
2. Discuss the meaning of the various ideas presented.
3. Hand out "Work Habits Inventory". Preview the content so that students know all terms used.
4. Have students complete the "Work Habits Inventory".
5. Discuss how they felt about their self-evaluation. What areas would they like to strengthen?

COMMENTS: Students might ask parents or friends to fill out this sheet with reference to the student. Then they might compare their sheet to the ones others fill out for them.

NATIONAL GUIDELINES:

V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.

EVALUATION: Students have discussed terminology used in the work habits checklist, then evaluated themselves and discussed areas of self-improvement.

RESOURCES: Quality of Work Life: Person to Person Interaction Kits. (Kit).
Job Survival Series. "Work Habits for Job Success". (Disks with Reproducible Worksheets).
How To Get Along On The Job: An Activity Pack. (Cassettes with Spirit Masters).
Walker, Hill et al. Access Program. (Curriculum Program).

WORK HABITS INVENTORY

INSTRUCTIONS: Read carefully the descriptions given for each of the qualifications listed below. Then place a check mark in the blank which, in your opinion, most accurately describes your standing.

1. COOPERATION ----- ability to get along with others.
   _____ works against rather than works with others
   _____ difficult to get along with others
   _____ usually gets along with others
   _____ gets along with others
   _____ gets along well with others, is friendly & helpful

2. INITIATIVE ------ tendency to go ahead
   _____ I need to have repeated instruction
   _____ I need to be urged to do things
   _____ I do routine work acceptably
   _____ I am fairly resourceful, do well by myself
   _____ I am resourceful, look for things to learn and do

3. COURTESY -----
   _____ I am often discourteous to others
   _____ I am sometimes not courteous in action or speech
   _____ I am usually polite and considerate of others
   _____ I am considerate and courteous of others
   _____ I am always very courteous and considerate

4. ATTITUDE TOWARD CONSTRUCTIVE CRITICISM
   _____ I resent criticism
   _____ I don't pay much attention to criticism
   _____ I accept constructive criticism and try to change
   _____ I accept constructive criticism and improve greatly

5. KNOWLEDGE OF JOB
   _____ I usually do not try to learn new things
   _____ I pay little attention to learning new things
   _____ I need supervision while doing routine tasks
   _____ I need little supervision while doing routine tasks
   _____ I do not need supervision and desire to always learn more

6. ACCURACY OF WORK
   _____ I am very careless about my work
   _____ I am frequently inaccurate and careless
   _____ I make errors: show average care, thoroughness, & neatness
   _____ I make few errors; careful, thorough, and neat
   _____ I seldom make errors and do work of very good quality

7. WORK ACCOMPLISHED
_____ I am very slow; output is unsatisfactory
_____ I am slower than average; output is mediocre
_____ I work with ordinary speed; work is generally satisfactory
_____ I work rapidly; output is above average
_____ I am fast and efficient; work is well above average

8. TIME USAGE
_____ I waste time and need to be prodded along
_____ I waste time and need close supervision
_____ I waste time occasionally but am usually reliable
_____ I seldom waste time and am reliable
_____ I am industrious and concentrate very well

9. ADAPTABILITY
_____ I can't adjust to change
_____ I have difficulty adapting to new situations
_____ I adjust to change after considerable instruction
_____ I adjust to change readily
_____ I find it pleasant to adapt and meet changes

10. PERSONAL APPEARANCE ---- neatness and personal care
_____ I am careless about my appearance
_____ I often neglect my appearance
_____ I should make an effort to improve my appearance
_____ I am very good in appearance; look neat most of the time
_____ I am excellent in appearance; look very neat all of the time

11. ATTENDANCE ----- school, work, or organization to which I belong
_____ I am frequently absent
_____ I am not regular enough in attendance
_____ I am usually dependable
_____ I am dependable
_____ I am never absent except for an unavoidable emergency

12. PUNCTUALITY
_____ I am frequently tardy
_____ I am very often tardy
_____ I could improve my punctuality
_____ I am seldom tardy
_____ I am never tardy except for an unavoidable emergency

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: WORK HABITS II

GOAL: Understand attitudes about self and others, the school, family environments and their affect on one's behavior.

OBJECTIVE: Develop a plan for improving work habits.

LEVEL: 9

MATERIALS NEEDED: "Work Habits Inventory" (pg. 410a-410b)

PROCEDURE:

1. Have students identify the items from their "Work Habits Inventory" that they would most like to improve.
2. Have the students discuss ways of changing those behaviors.
3. Then have each student select one personal work habit to work on improving:
   - A. Set a goal (Ex: 90% of the time I will not be tardy)
   - B. Make a list of time or places where change has been made and where the goal has not been met.
   - C. Select a reward that the student can either receive or give themselves.
   - D. Implement a plan to keep track of progress made toward reaching one's goal.
   - E. As students make progress discuss the rewards of good work habits. (Emphasize the feelings related to a more positive self-concept)

COMMENTS: Discussions should focus on intrinsic rewards as well as extrinsic rewards.

NATIONAL GUIDELINES:

VII.1: Demonstrate the importance of personal qualities (i.e., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.

EVALUATION: Students will have identified behaviors they would like to change and developed a plan for making those changes.

RESOURCES: How To Get Along On The Job: An Activity Pack. (Cassettes with Spirit Masters).
Job Survival Series. (Disks with Reproducible Worksheets).

CONCEPT: PERSONAL/SOCIAL 2.2

TITLE: PERSONAL LIFE CHANGES

GOAL: Understand attitudes about self and others, the school, family environments and their affect on one's behavior.

OBJECTIVE: Examine personal life changes and how they relate to the future.

LEVEL: 9

MATERIALS NEEDED: 5x8 cards

PROCEDURE:

1. Have students think back five years ago as best as they can and fill in the following information on one side of the card.
    - A. Name
    - B. Where you live (city, state)
    - C. Your career choice
    - D. Approximate expected income
    - E. Goal in life
    - F. Favorite leisure time activity
2. When finished, have students turn the card over and supply the same information for the present.
3. Form small groups and have students discuss their findings.
4. Some suggested questions are:
    - A. What changes have been made in lifestyle and what influences guided the decisions?
    - B. Were the decisions made freely or influenced by others or conditions?
    - C. What did not change?
    - D. How do you see changes in the next five years?

COMMENTS: Cards can be kept in student folders and rechecked at a later date.

NATIONAL GUIDELINES:

I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.

III.6: Describe changes that occur in the physical, psychological, social and emotional development of an individual.

EVALUATION: Students have compared their present lifestyle to five years previous and projected five years into the future, noting changes and change agents.

RESOURCES: Building Self-Confidence. (Worktext).
Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Activity Book).
Bershad, Carol and Nancy DiMella. The Changer and the Changed: A Working Guide to Personal Change. (Curriculum Program).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: SUCCESS ANALYSIS

GOAL: Understand physical, emotional and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify life events that have been meaningful.

LEVEL: 9

MATERIALS NEEDED: "Success Analysis" worksheet (pg. 413a), pencil or pen

PROCEDURE:

1. Have students fill out the "Success Analysis" worksheets. (Be sure to have them fill out the section for why they were successes.)
2. Have students discuss their successes in small groups.
3. Feedback can be given by group members as to why they feel others have been successes.

COMMENTS: Worksheets can be placed in student folders for later evaluation.

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.2: Assess individual attributes required for successfully fulfilling different roles.

EVALUATION: Students have identified "successful" life events that have been meaningful to them and why they saw them as successful.

RESOURCES: Me Power: Building Self-Confidence. "Four Steps to Self-Confidence". (Filmstrip with Cassette).

Name: ______________________

SUCCESS ANALYSIS

List Three Successes	Reasons Why

Age 1 - 7

1.

2.

3.

Age 7 - 12

1.

2.

3.

Age 12 - Present

1.

2.

3.

Most Successful Experience

One Success During the Past Week

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: DEVELOPMENT AND GROWTH

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Examine growth and development in self and others.

LEVEL: 9

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students make a list of growth and development changes that have occurred positively in themselves in the past year. (Ex. Physically, emotionally and intellectually)
2. Form small groups and have students discuss their lists with each other.
3. Have students identify developments they see in classmates that may not have been stated and add to their lists.
4. Have students discuss how these changes have helped them do things they want to do.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
I.2: Assess individual attributes required for successfully fulfilling different roles.

EVALUATION: Students have listed positive changes in their growth and development and helped identify positive changes they have seen in one another.

RESOURCES: Developing As A Person (Activity Book).
Kaufman, Debra. Essential Social Skills. (Activity Book).
Hooker, Dennis and Almut Fleming. Me and Others. (Filmstrip with Cassette).
Kehayan, V. Alex. SAGE: Self-Awareness Growth Experiences.
Who Am I? Looking at Self-Concept. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.3

TITLE: PERSONAL SATISFACTIONS

GOAL: Understand physical, emotional, and intellectual growth and development and their influence on self and others.

OBJECTIVE: Identify physical, emotional and intellectual achievements.

LEVEL: 9

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students develop a list of "satisfactions". The following may be used to start students thinking:
   A. Riding a bike
   B. Catching a fish
   C. Playing football/volleyball
   D. A fireplace on a cold night
   E. Being recognized for a good job
   F. Operating a computer
   G. Helping others
   H. Making a new friend
   I. Hot, buttered popcorn
2. Form small groups and have students share their lists.
3. Have students share other ideas they may have about each other.
4. Have them discuss how it feels to be satisfied or successful when doing something.
5. Have students add to their list three or four new things they could do.

COMMENTS: Lists could be kept in student's folders to be reviewed at a later date for new additions and just to see what they've done.

NATIONAL GUIDELINES:

I.5: Identify specific life experiences that are influenced by personal attributes and self-perceptions.

I.6: Demonstrate an understanding of self as it relates to the development of a positive self-concept.

II.7: Contribute to group activities by demonstrating competencies in interrelating with group members.

EVALUATION: Students have compiled a list of personally satisfying achievements - physical, emotional and intellectual, sharing their lists in small groups and adding three or four new things they could do.

RESOURCES: Kehayan, V. Alex. SAGE: Self-Awareness Growth Experiences.

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: WOULD YOU MOVE?

GOAL: Understand the influence of differences among peoples' cultures and lifestyles.

OBJECTIVE: Examine moving to another country.

LEVEL: 9

MATERIALS NEEDED:

PROCEDURE:

1. Discuss the following with students: Many people have moved to the United States from other countries to find jobs and a better lifestyle.
2. Have students write answers to the following questions:
   A. Would you consider moving to another country?
   B. Pick a country, outside of North America, where you might go.
   C. What problems might you have adjusting to this new home?
   D. List five things you would need to have a good life in this country.
3. Have students share their responses as a class or in groups.

COMMENTS: If possible, a foreign exchange student could speak to the class and answer student's questions.

NATIONAL GUIDELINES:

X.1: Identify ways in which different work and family patterns may require different kinds and amounts of energy, participation, motivation and talent.

XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for men and women in certain occupations.

EVALUATION: Students have examined what it would involve to move to a different country, listing five things they consider necessary to have a good life.

RESOURCES: Casewit, Curtis. Foreign Jobs: The Most Popular Countries
Kocher, Eric. International Jobs: Where They Are - How to Get Them.

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: LEISURE ANALYSIS

GOAL: Understand the influence of differences among peoples' cultures and lifestyles.

OBJECTIVE: Examine leisure activities and how they relate to individual lifestyles.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk, newspaper ads

PROCEDURE:

1. Present articles or ads from a local newspaper or larger newspaper from a neighboring community announcing a variety of leisure activities.
2. Place the following titles on the chalkboard: Sports, Nature, Crafts/Art/Music, Volunteer, Educational or Cultural, Organizational and One- Person.
3. Have students place the activities from the papers and any other activities they can think of under these titles.
4. Have each student choose one activity from each category and three activities from any category. Have students answer the following questions for each activity.
   - A. Three personal gains from the activity.
   - B. Two careers related to the activity.
   - C. Would you do this activity?
   - D. Reasons why or why not.
5. Students can compare answers in groups or as a class.

COMMENTS:

NATIONAL GUIDELINES:

I.4: Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.

VI.7: Identify sources of employment in the local community.

X.4: Assess personal leisure time choices in relationship to one's developing life style and the attainment of future educational and career goals.

EVALUATION: Students have examined and categorized leisure-time articles and ads under the titles in procedure #3. They have each selected an activity from each category and answered the questions in procedure #4.

RESOURCES: The New Independent Living Series. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 2.4

TITLE: PAST AND FUTURE LIFESTYLES

GOAL: Understand the influence of differences among peoples' cultures and lifestyles.

OBJECTIVE: Explore past and future lifestyles.

LEVEL: 9

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students divide a piece of paper in half, one side titled "PAST" and the other side titled "FUTURE".
2. Have students imagine life 100 years ago and 100 years into the future. Have students write down ideas of activities that would or will be going on at that time (Ex. Occupations, leisure time, travel, athletics, food).
3. Have students decide upon one career for the past and another career for the future. Have students determine what type of education would be necessary for these positions.
4. Form small groups and have students discuss their findings.
5. Have each student share their choices with the whole class.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Assess personal likes and dislikes.
IX.10: Project decisions one will face in the future and describe means of facing them.

EVALUATION: Students have fantasized themselves one hundred years past and one hundred years ahead, listing activities, careers and lifestyles going on in that period.

RESOURCES: Careers in the Leisure Time Industry. (Filmstrip).
Local Newspapers.

CONCEPT: CAREER 2.1

TITLE: HOLIDAY CELEBRATIONS AND CAREERS

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify a variety of occupations that contribute to holiday celebrations and describe some ways in which they are interdependent.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Select a specific holiday or special event.
2. Have students brainstorm a list of all the things they would need for this holiday celebration. (specific menu, decorations, etc.)
3. After each item is identified ask students to identify the kinds of jobs (careers) that people work in that supply all these products for the celebration.
4. Record each of these careers beside the items needed for the celebration.
5. Select one specific item for this celebration and follow its processing from raw material to purchases product listing all "jobs" necessary to get this product to the holiday celebration.
6. Have students then explain the importance of interdependence in the world of work.

COMMENTS: May be used for any holiday season or it could be used for a birthday party, a school class party, the school homecoming celebration, etc.
Recommend avoid using Christmas for this activity because it gets too complex.
This activity could lead to a good discussion of the growth of the GNP, the influences that change our standard of living, etc.

NATIONAL GUIDELINES:
VIII.3: Describe how economic and societal needs and the work performed by the members of society are related.

EVALUATION: Students will have identified careers resulting from holiday celebrations.

RESOURCES: Community resource people from businesses that specialize in holiday merchandise.

CONCEPT: CAREER 2.1

TITLE: FOREIGN LANGUAGE CAREERS

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Survey career clusters and identify occupations (both primary and secondary) for people with skills in a foreign language.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students generate a list of occupations in which a foreign language is used either directly or indirectly.
2. List the occupations on the chalkboard.
3. Have students choose one of three careers and make a short report about that career and how foreign language is used in it.
4. Have students make a picture, collage or mount a magazine picture dealing with the occupation to display in the classroom.
5. Have students identify to which career clusters their selected occupations belong and display their picture or collage in the classroom grouped under the career clusters to which it belongs.
6. Invite a local career person to talk with the class on how a foreign language is used in their career (Ex. Travel agent, stewardess, etc.).

COMMENTS:

NATIONAL GUIDELINES:

IV.2: Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.

EVALUATION: Students have identified occupations available to people with foreign language skills.

RESOURCES: Edwards, E. W. *Exploring Careers Using a Foreign Language*.
Huebener, Theodore. *Opportunities in Foreign Language Careers*.

CONCEPT: CAREER 2.1

TITLE: LABOR MARKET INFORMATION

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Be able to locate and use labor market information.

LEVEL: 9

MATERIALS NEEDED: "Labor Market Information" Worksheet (pg. 421a), pencil or pen

PROCEDURE:

1. Ask students where they would go to obtain information about the labor market. (Let them do some guessing about where they would go and what kind of information they think they could get.)
2. Provide students Labor Department publications for their examination.
3. Have each student select an occupation on which to look up information.
    A. Name of occupation
    B. How many people are employed in that occupation nationally? in Nebraska?
    C. How many workers are going to be added in that occupation in the near future?
    D. How many workers are going to be replaced in that occupation in the near future?
    E. What is the average salary for that occupation?

COMMENTS: Labor market information deals primarily with employment trends, numbers of people employed, projections of expansion and replacements in categorized occupations and the average salary.

NATIONAL GUIDELINES:

VI.4: Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.

XII.1: Describe the meaning of career planning and what resources are available in the career center.

EVALUATION: Students have familiarized themselves with sources of labor market information and how to locate information on a specific occupation.

RESOURCES: Occupational Outlook Handbook (OOH)
Nebraska Labor Department Publications

LABOR MARKET INFORMATION

PUBLICATION REQUESTS

__________ Nebraska Job Prospects (Fee)
(Statewide, Lincoln, Omaha, Sub-State Areas)

__________ SOICC Occupational Newsletter (Quarterly)

__________ In Nebraska (Annual)

__________ Labor Market Information Quarterly/Annual

__________ Nebraska Survey of Average Hourly Wage Rates
(Annual), (Statewide, All Job Service Areas)

__________ Employment and Earnings Report (Monthly)

__________ Nebraska Labor Trends (Monthly)

__________ Affirmative Action
(Annual), (Statewide, All Counties)

__________ Nebraska Labor Force/Work Force
(Annual/Monthly), (Statewide, All Counties)

__________ Occupational Employment Statistics
(Annual), (By Industry)

__________ Women in Numbers

__________ Labor Area Summary
(Monthly), (Statewide, Omaha, Lincoln)

__________ Employment and Wages
(Annual, Quarterly)

__________ "Nebraska Occupational Characteristics"

Name: ______________________________________

Address: ___________________________________

____

Phone: _____________________________________

NEBRASKA DEPARTMENT OF LABOR
LABOR MARKET INFORMATION
550 South 16th Street
Lincoln, Nebraska 68509
(402) 475-8451

CONCEPT: CAREER 2.1

TITLE: USING LABOR MARKET INFORMATION

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Demonstrate knowledge of how to use information sources regarding occupational options.

LEVEL: 9

MATERIALS NEEDED: See Resources below - these should be on display in the rooms.

PROCEDURE:

1. Have students select a career they would like to know more about.
2. Discuss where one can obtain information about these careers.
3. From the resources identified, have students describe the kind of information they get from each publication.

COMMENTS:

NATIONAL GUIDELINES:

VI.1: Identify various ways occupations can be classified.
XII.1: Describe the meaning of career planning and what resources are available in the career center.

EVALUATION: Students have further familiarized themselves with occupational resource material, identifying the kinds of information available that pertains to their career selection in each publication.

RESOURCES: Dictionary of Occupational Titles (DOT)
Guide to Occupational Exploration (GOE)
Occupational Outlook Handbook (OOH)
Occupational Outlook Quarterly
Standard Industrial Classification (SIC)
Standard Occupational Classification (SOC)
Nebraska Department of Labor Publications.

CONCEPT: CAREER 2.1

TITLE: COMMUNITY RESOURCES

GOAL: Understand differences within and between occupation/career clusters.

OBJECTIVE: Identify community resources that may be helpful to you in making your career choice.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students brainstorm a list of all possible resources in the community from which they might get information about a career (use the broadest possible definition of career - a part-time job, an occupation, etc.)
2. Using each of the resources that students have identified, discuss what kinds of information they could expect to obtain from them.
3. Discuss how one would go about obtaining information from these sources.
4. As a wrap-up, ask students if they realized that there is really a wealth of information regarding careers readily available to them.

COMMENTS: Be sure the students list contains businesses; organizations, such as Chamber of Commerce, Rotary, etc.; government, such as Social Services, the Post Offices; churches; friends; neighbors; and acquaintances, as well as the school.

NATIONAL GUIDELINES:

- VI.3: Demonstrate skills in using available school and community resources to learn about careers.
- VI.4: Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.
- VI.5: Identify individuals in occupations who might be an information resource or role model.

EVALUATION: Responses students give indicate that they can now identify more sources for obtaining a wide variety of information about careers.

RESOURCES: Community Resource People

CONCEPT: CAREER 2.2

TITLE: LIFE ROLES TODAY AND YESTERDAY

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Compare life roles of past and present.

LEVEL: 9

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students title one side of a sheet of paper "MALE", the other side, "FEMALE".
2. Next make three subtitles: "Family", "Occupational" and "Leisure" under the main heading.
3. Have students write down as many different roles for these titles they can think of that occurred 50 years ago. (Fifty years is a suggestion, it may be dated back as desired.)
4. When finished, have students fill out another sheet of paper only using present roles.
5. Form small groups and have students discuss their findings.
6. Have students discuss how roles have changed from past to present. Ask for student's opinions and reasons for concerning these topics.
7. Discuss factors that have implemented changes in male and female roles.

COMMENTS: Students may wish to invite grandparents to participate in this activity.

NATIONAL GUIDELINES:

XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

XI.2: Describe problems, adjustments and advantages of entering a nontraditional occupation.

EVALUATION: Students can identify role changes that have occurred over the last 50 years.

RESOURCES: Franck, Irene and David Brownstone. Work Throughout History. (Book Series).
The New Independent Living Series. "Generations of Lifestyles". (Filmstrips w/ cassettes and reproducible activity sheets).

CONCEPT: CAREER 2.2

TITLE: PAST, PRESENT AND FUTURE JOBS

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Examine male/female careers from past, present and future.

LEVEL: 9

MATERIALS NEEDED: Paper, pencil or pen, chalkboard, chalk

PROCEDURE:

1. Have students make a list of careers in the past that were traditionally female-related or male-related.
2. Do the same thing for the present.
3. Have students think of possible jobs in the future (50 to 100 years) that will fall in these categories.
4. Form small groups and have students compare and discuss their responses.
5. Have students discuss how occupations have changed from just being male or female.
6. Write all the future careers on the chalkboard to see how many answers students can come up with. Ask students who would work in these occupations. Ask students why jobs have changed from past to the present to the future.

COMMENTS:

NATIONAL GUIDELINES:

VIII.5: Describe the effects that societal changes, economic changes and technology advancements have on occupations.

EVALUATION: Students have examined the influence of sex identity on careers in the past, present, and future.

RESOURCES: Pro's and Con's: Sex Role Options. (Game Kit).
No Boundaries: Equal Career Opportunities For All. (Filmstrips).

CONCEPT: CAREER 2.2

TITLE: CAREERS - MALE OR FEMALE?

GOAL: Understand the affects of male/female roles on career choice.

OBJECTIVE: Examine male/female roles in career choices.

LEVEL: 9

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students divide a sheet of paper in half. Title one side "MALE", the other "FEMALE" and write down as many occupations possible that traditionally fit in these categories.
2. Form small groups and discuss the following:
   A. Do you think it is as important for girls to plan for future careers as it is for boys?
   B. Do you plan marriage and a family in the future?
   C. If you have children, do you plan on having a career?
   D. Do you think the wife should work if she has children at home?
   E. Would you be willing to work full-time outside the home to support the family if your husband/wife was willing to assume the housework?
   F. Is there any nontraditional male/female type career you would like to do but are afraid to try?
3. Have students compare their lists of male/female occupations and make a list of the two totals.

COMMENTS:

NATIONAL GUIDELINES:

XI.1: Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

XI.2: Describe problems, adjustments and advantages of entering a nontraditional occupation.

EVALUATION: Students have explored the influence that sex identity may have on their personal career choice.

RESOURCES: Pro's and Con's: Sex Role Options. (Game Kit).
No Boundaries: Equal Career Opportunities For All. (Filmstrips).

CONCEPT: CAREER 2.3

TITLE: CAREER DECISION MAKING

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Analyze students' aptitudes and interests and develop a program of study directed toward their career goal.

LEVEL: 9

MATERIALS NEEDED: "Me" worksheet (pg. 427a-427b), "Educational Profile Sheet" (pg. 427c)

PROCEDURE:

1. Discuss with students how forces in the environment influence their decision making.
2. Discuss how one's level of maturity affects decision making and how this changes over time.
3. Have students outline their educational and career goals.
4. Have students research course requirements for their selected career goal.
5. Ask students to select courses in school for tenth grade which will provide experiences for personal growth and development relative to their career goal.
6. Have students complete an "Educational Profile Sheet" with courses that will lead toward a career they have chosen and researched.

COMMENTS: Visitors from various career fields may be invited to speak to the students on the importance of academic skills in careers; ex. doctor or nurse on the importance of science, news reporter on English, carpenter on mathematics, etc.

NATIONAL GUIDELINES:

IX.3: Describe one's current life context as it relates to career decisions.

EVALUATION: After having analyzed their abilities and interests, students have updated their "Educational Profile Sheet".

RESOURCES: High School program of Courses and Graduation Requirements
Local School Guidance Counselor
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Schrank, Louise. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).

ME

Name ______________________________

1. How far do I really expect to go in school?
   a. Drop out now ______
   b. Graduate from high school ______
   c. Complete junior college or two years of college ______
   d. Graduate from college ______
   e. Secure an advanced degree ______

2. How far would I like to go in school?
   a. Drop out now ______
   b. Graduate from high school ______
   c. Complete junior college or two years of college ______
   d. Graduate from college ______
   e. Secure an advance degree ______

3. What are the main factors involved in my answer to Item 1?
   a. Interest or lack of interest ______
   b. My own estimate of my academic abilities ______
   c. The cost of college or other economic factors ______
   d. More pressing interest in doing something else ______
   e. Circumstances beyond my control ______

4. How do I rate myself in school ability compared with those in my class at school?
   ___a. I am among the poorest
   ___b. I am below average
   ___c. I am average
   ___d. I am above average
   ___e. I am among the best

5. Do I have the ability to complete college?
   ___a. No
   ___b. Probably not
   ___c. Not sure either way
   ___d. Yes, probably
   ___e. Yes, definitely

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely is it that I could complete such advanced work?
   ___a. Most unlikely
   ___b. Unlikely
   ___c. Not sure either way
   ___d. Somewhat likely
   ___e. Very likely

7. How important to me are the grades I get in school?

   ___a. Grades don't matter to me at all
   ___b. Not particularly important
   ___c. Important
   ___d. Very important

8. How important to me are good grades compared with other aspects of school?
   ___a. Good grades don't matter to me at all
   ___b. Some other things in school are more important
   ___c. Good grades are among the important things in school
   ___d. Good grades are the most important thing in school
   ___e. Grades are just one part of high school

9. In selecting a life career, what should be my most important consideration?
   ___a. Whether I can do the job well
   ___b. Whether I will enjoy doing the job year after year
   ___c. How much money I can make
   ___d. Whether there is a lot of prestige or not

10. I believe my two best qualities are:
    (1) ______________________________
    and (2) ______________________________

11. Two personal weaknesses that I would like to correct are:
    (1) ______________________________
    and (2) ______________________________

Consider the words in this list and check how often you think they describe you as you are:

	Always	Usually	Sometimes	Never
1. Happy				
2. Friendly				
3. Sad				
4. Serious				
5. Shy				
6. Clumsy				
7. Showoff				
8. Kind				
9. Lazy				
10. Neat				
11. Calm				
12. Moody				
13. Open-minded				

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is:

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that one must have certain courses in order to graduate.

9th 1s	2s Credits 10th 1s	2s Credits
English	English	
History		
Civics		
P.E. or band		

Total ____ Total ____

11th 1s	2s Credits 12th 1s	2s Credits
English	English	
American Hist.	Economics	
	Govt.	

Total ____ Total ____

Total credits for grades 9-12: _________

To graduate, a student must take and pass between 9th and 12th grades _____ semester credits. Of this number there must be ______ in English, _____ in history or social studies, ______ in physical education, _____ in math, and _____ in science. If there are others, explain:

____

____

CONCEPT: CAREER 2.3

TITLE: EMPLOYABILITY SKILLS CHECKLIST

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Evaluate present level of knowledge of employability skills using the following "Employability Skills Checklist".

LEVEL: 9

MATERIALS NEEDED: "Employability Skills Checklist" (pg. 428a-428e)

PROCEDURE:

1. Have students read through the items on the "Employability Skills Checklist", and place a check in the column to the right of each question. If you can already do the task, mark yes. If you do not think you can do the task, mark no. If you are not sure, mark not sure.
2. Discuss "tasks I can do" and have students identify which careers/occupations these tasks would be valuable.
3. Discuss "tasks I am not sure I can do" and have students suggest how they could find out whether or not they can perform the task.
4. Discuss "tasks I cannot do" and have students determine how important it might be to develop that skill for a career they may be interested in.

COMMENTS: When areas are marked "no" or "not sure", these items can be looked upon as indicators where the individual student needs help. Referrals to teachers with expertise in the weak areas should be made. Also, units or activities can be developed for the areas most needing attention in preparation for the next year.

NATIONAL GUIDELINES:

IV.1: Describe the importance of academic and vocational knowledge and skills in the world of work.
IV.9: Relate one's aptitudes and abilities to broad occupational areas.

EVALUATION: Students have evaluated their present level of employable skills by completing the checklist.

RESOURCES: Guide for Occupational Exploration (GOE).
Dictionary of Occupational Titles (DOT).
Appalachia Educational Laboratory (AEL).
Worker Trait Group Guide.
Job Survival Skills. (Workbook).
Job Readiness: Acquiring the Skills. (Filmstrips).

EMPLOYABILITY SKILLS CHECKLIST

The checklist is designed to help the student focus on areas which are important for employment. Upon completion, students may pursue or be directed to obtain information in areas in which they lack knowledge.

Do you/Can you . . .	Yes	No	Not Sure
1. List in order the careers you are most interested in?			
2. List three (3) worker trait groups that match your career interests?			
3. List general education requirements for three (3) job groups (WTGs) that match your career interests?			
4. List things which influence your lifestyle and how these things affect career choices (Ex. your friends or the neighborhood in which you live)?			
5. See how your opinion of yourself influences your ability to be good at your job?			
6. Describe how risk-taking affects your career choices?			
7. Tell the kinds of/and how many job risks you are willing to take in choosing a career?			
8. Describe what you most hope to get from your job (Ex. money, power, pride)?			
9. Describe, in general, what is required in three (3) WTG's related to your career interests?			
10. Describe the physical conditions you would agree to have in a work situation (Ex. loud or quiet, outdoors or indoors)?			
11. Describe the work hours you would agree to work (Ex. nine to five, night shift, weekends)?			
12. Describe where you prefer to work (in the city, out in the country, in a neighborhood suburb, close to home)?			
13. Clearly define problems or decisions you have to make?			
14. Find different ways to solve your problems or make decisions?			
15. Tell how and where to collect information to help you make decisions?			
16. Understand and use information you collect?			
17. Make a decision and then figure out a plan to meet your goals or solve your problems?			
18. Review and update your plans regularly?			
19. List/describe ways to find out where job openings are?			
20. Use employment guides to find work or job openings?			
21. Choose three (3) jobs you might want that match your abilities, interests, education, and experience?			

		Yes	No	Not Sure
22.	Find and use information which will help you predict how many jobs there will be (in which you are interested) at the local, state, and national level?			
23.	Know where and how to find information on getting money for education and training?			
24.	Know places which allow you to gain work experience skills (Ex. Explorers, Jr. Achievement, CETA)?			
25.	Write a letter or application for a job?			
26.	Fill out a job application?			
27.	Write a resume/vita (formal list of education and job experiences you have already had)?			
28.	Tell the steps to follow in applying for a job?			
29.	Complete a W-4 tax form?			
30.	Describe how to get a social security number?			
31.	Describe how to get a work permit?			
32.	Describe some ways work hours are assigned by businesses?			
33.	Describe the correct steps to take when you are too ill to report to work or when you get sick at work?			
34.	Describe the correct steps to take to apply for vacation or annual leave?			
35.	Describe how bosses in different jobs and businesses expect you to act toward your work or behave on the job?			
36.	Describe what you should do when you have a work problem on the job?			
37.	Explain how to "deal with" problems with other employees on the job?			
38.	Describe why you need to be willing to make changes and to adjust in a work situation?			
39.	Tell how your own habits, behaviors, and feelings affect others?			
40.	Describe what the safety rules are in a work situation?			
41.	Describe what steps to take if there are unsafe working conditions at a job site?			
42.	Know about "employee rights" and discrimination (unfair treatment) in terms of sex, race, and age?			
43.	Explain what you should do if you feel you have been unfairly treated on the job because of sex, race or age?			
44.	Describe what union or professional group matches specific job areas?			
45.	Read and understand a pay statement or pay stub?			
46.	Describe how overtime pay is figured out?			

	Yes	No	Not Sure
47. Use your basic math skills to figure the exact amount of overtime pay you get?			
48. Tell what "compensatory time" means?			
49. Name three (3) jobs that match your career interests?			
50. List the education you need for three (3) jobs which match your career interests?			
51. List the tasks and duties of three (3) jobs that interest you?			
52. Describe three (3) jobs of interest to you which have similar education and experience requirements?			
53. Describe specific things that are required for three (3) jobs which match your career interests?			
54. Describe types of extra benefits you want in a job (Ex. retirement or vacation)?			
55. Describe the future need for three (3) specific jobs which interest you?			
56. Describe the things you would think in choosing the area (part of town/section of the country) where you want to work?			
57. Clearly state problems or decisions you have to make?			
58. Find different ways of solving your problems or making decisions?			
59. Tell how and where to get information to help you make decisions?			
60. Understand information you collected?			
61. Decide to do something and make a plan to meet your goals or solve your problems?			
62. Review and update your plans regularly?			
63. Describe an occupation (job) ladder for your career that shows steps or levels for moving up (Ex. stock boy - sales clerk - floor manager - store manager - vice president)?			
64. Write a plan for getting any education, training, or experience you need for a specific job?			
65. Find one job to enter as a first step in your career?			
66. List the pros and cons (advantages and disadvantages) or different job-finding sources (Ex. private employment agency. pro = help you find a job quicker; con = charge you a high fee?			
67. Choose the best sources for finding the type of work in which you are interested?			
68. List regional or geographic areas where you might find the job you are looking for?			
69. Describe any union or professional group that you would have to join to get the specific job you want?			

		Yes	No	Not Sure
70.	Tell how to become a member of a professional group or union which is related to your specific job?			
71.	Describe how to set up an appointment for a job interview?			
72.	Describe the way you should act during a job interview?			
73.	Describe the way you should dress during a job interview?			
74.	Respond correctly to questions during a job interview?			
75.	List questions which would be proper to ask during a job interview?			
76.	Describe state and national laws and regulations about labor or taxes which might affect jobs (Ex. Workmen's Compensation, Social Security)?			
77.	Tell when you would be able to get the federal (national) minimum wage?			
78.	Describe how to file a complaint in a specific work situation (Ex. report to a union steward and then . . .)?			
79.	Describe how salary or wages are figured for a specific job?			
80.	Describe how fringe benefits are figured for a specific job?			
81.	Figure out the amount of sick leave you have earned in a given situation?			
82.	Add the number of vacation days you have earned in a given work situation?			
83.	Describe how to find out about new job openings?			
84.	Give reasons employers promote employees and give them raises (Ex. "seniority" or number of years with the company, experience, attitude) in a specific work situation?			
85.	Describe how to apply for a promotion in a work situation?			
86.	Describe how to apply for overtime in a work situation?			
87.	Explain how to ask for a raise in pay in a specific work situation?			
88.	Describe how businesses regularly evaluate (grade) employees in a specific work situation?			
89.	Describe what types of additional education, training and experience are needed for growth in a specific work situation?			
90.	Describe how to avoid being unhappy with your job ("work alienation")?			
91.	Identify reasons that people want or are forced to change jobs?			

CONCEPT: CAREER 2.3

TITLE: INTERVIEW A WORKER

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Obtain first-hand (experiential) information about a career that students may be interested in.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Ask each student to identify a career that they would like to know more about. Record their answers on the chalkboard.
2. Ask the class if they know anyone who works in any of these careers. (Sharing information)
3. Have students interview someone who is in a career that you may be interested in.
   - A. What do they do on their job?
   - B. Education/training they needed?
   - C. How did they find this job?
   - D. Etc.
4. Have students report the results of their interview back to the class.
5. Discuss with the class, "Are you now more or less interested in this career as a result of this exercise?"

COMMENTS: This exercise may be repeated any number of times as students desire.

NATIONAL GUIDELINES:

XII.6: Become aware of and observe skills needed in a variety of occupations, including owning ones' own business.

EVALUATION: Each student has personally interviewed someone engaged in a career of interest to the student.

RESOURCES: Class reference list from information shared in Procedure 2.
Schrank, Louise. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).

CONCEPT: CAREER 2.3

TITLE: SHADOW A WORKER

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Obtain knowledge about a career that students may be interested in through observation.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

Shadow (spend a workday) with someone on the job in careers students are interested in.

1. Have students identify a career that they are interested in. (List on chalkboard)
2. Ask students to identify people in the community who work in these careers.
3. Obtain permission from the workers identified for students to spend a half a day or a day shadowing them. (Note: The school may want to obtain this permission or the students may obtain their own permission.)
4. Have students report their "shadowing" experiences back to the class.

COMMENTS:

NATIONAL GUIDELINES:

XII.6: Become aware of and observe skills needed in a variety of occupations, including owning ones' own business.

EVALUATION: Students have observed first hand a person engaged in a career of interest to the student.

RESOURCES: Exploring Careers. "Operation Shadow" (Reproducible Activity Book).

CONCEPT: CAREER 2.3

TITLE: APTITUDE TESTS

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Assess one's aptitudes related to career development.

LEVEL: 9

MATERIALS NEEDED: Career aptitude test, paper, pencils

PROCEDURE:

1. Have students complete an aptitude test appropriate for their age and grade level following the directions accompanying the test.
2. Explain to students the meaning of aptitude as measured by this test and how this information can be related to assist them in planning their career directions.
3. Have students make a list of possible careers that relate to their highest aptitude scores.
4. From this list, select one or two careers that most interest them and ask them to obtain more information about those careers.
    - A. Education/training required for entry-level
    - B. Future projections for employment
    - C. Locations of available jobs
    - D. Salary range
    - E. Lifestyle (lots of travel, no travel, etc.)

COMMENTS:

NATIONAL GUIDELINES:

V.4: Relate knowledge of one's personal traits to a variety of occupations.
IX.2: Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.

EVALUATION: Students have completed a career aptitude test and selected and gathered information about a career that relates to their aptitudes and interests.

RESOURCES: Differential Aptitude Test. (Assessment Instruments).
Barrett, James and Geoffrey Williams. Test Your Own Job Aptitude: Exploring Your Career Potential. (Assessment Instruments).
Klein, Ken and Celia Unterman. Career Aptitude Tests. (Assessment Instruments).

CONCEPT: CAREER 2.3

TITLE: INTEREST ASSESSMENT

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Assess interests related to career development.

LEVEL: 9

MATERIALS NEEDED: Career interest test, paper, pencils

PROCEDURE:

1. Have students complete a career interest test appropriate for their age and grade level following the directions accompanying the test.
2. Discuss with the students the meaning of aptitude, skills, and abilities as measured by this test.
3. Have students suggest how the information can be related to assist them in planning their career directions.
4. Have students identify several careers that would fit their interest inventory profiles.
5. Select a couple careers that seem most interesting to obtain more information.
    - A. Education/training for entry-level
    - B. Future projections for employment
    - C. Locations of availability of jobs
    - D. Salary range
    - E. Life style (lots of travel, no travel, etc.)

COMMENTS: This activity supplements information gained in previous lesson: "Aptitude Tests".

NATIONAL GUIDELINES:

V.4: Relate knowledge of one's personal traits to a variety of occupations.
V.5: Relate personal attitudes, beliefs, interests and abilities to career profiles.
IX.2: Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.

EVALUATION: Students completed a career interest test and selected careers that relate to their interests.

RESOURCES: Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Career Directions. (Assessment Instruments).
Hooker, Dennis and Almut Fleming. Me and Jobs. (Workbook).

CONCEPT: CAREER 2.3

TITLE: APTITUDE, ACHIEVEMENT, INTEREST AND CAREER CHOICE

GOAL: Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.

OBJECTIVE: Identify occupations/careers in which the strengths from their aptitude, achievement and interest tests would be important and consistent between the three assessments.

LEVEL: 9

MATERIALS NEEDED: Students profiles from their aptitude, achievement and interest tests

PROCEDURE:

1. Have students list careers in which their aptitude, achievement, and interest scores would be important in a possible career choice.
2. Ask students to categorize their listed occupations into the different "Career Clusters."
3. Ask students to further categorize occupations into those which are performed in different environments and at different skill levels. (Ex. indoor, outdoor, professional, skilled, semi-skilled, etc.)
4. Have students report back to the group with an overview of what they have found.
5. Discuss how the aptitude, achievement and interest scores (collectively) relate to a variety of careers. (Emphasize the individual still has a wide range of choices.)

COMMENTS:

NATIONAL GUIDELINES:

V.4: Relate knowledge of one's personal traits to a variety of occupations.

EVALUATION: Students can identify a wide range of careers related to their aptitudes, achievements, and interests.

RESOURCES: Dictionary of Occupational Titles
Occupational Outlook Handbook
Career Directions. (Assessment Instruments).
Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.

CONCEPT: CAREER 2.4

TITLE: WHY WORK

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: List reasons that people work.

LEVEL: 9

MATERIALS NEEDED: Chalkboard, chalk, "Why People Work" handout (pg. 434a)

PROCEDURE:

1. Hand out the "Why People Work" handout and discuss those reasons given.
2. Have students add any ideas they may have about why people work and discuss those ideas. (Everyone does not have to agree.)
3. After this list has been generated, have each student prioritize the top five reasons for why they want to work. (What is most important to them in selecting a career?)

COMMENTS: Student may interview several working people in the community and compile a list of reasons why they work. Discuss and compare these with the reasons they have generated.

NATIONAL GUIDELINES:

VIII.3: Describe how economic and societal needs and the work performed by the members of society are related.

IX.4: Clarify personal beliefs and attitudes and explain how they affect decision making.

IX.11: Identify ways in which decisions about education and work relate to other major life decisions.

EVALUATION: Students can identify their personal reasons for wanting to work.

RESOURCES: Why Work? (Filmstrip).

WHY PEOPLE WORK

BASIC INFORMATION

Reasons for Work

People work for many reasons, some individual and some common to all.

REASONS COMMON TO ALL:

To acquire money.

To provide the basic essentials, food, clothing, and shelter.

To improve or advance their living conditions such as: homes, autos, T.V., clothing, and sporting equipment.

INDIVIDUAL REASONS:

To acquire a feeling of personal recognition and worth from members of society.

To satisfy the natural instinct of achievement and creativity.

To maintain or improve health or well-being.

To support relatives who are not able to support themselves.

(Reasons for work vary with education, age, sex, and physical conditions of the individual.)

DISCUSS THE QUESTIONS, SUCH AS:

Why do you want to work?

Have you ever worked? If yes, why?

Why do you think people do volunteer work?

Would you accept a job for less pay if there was an opportunity for advancement with experiences and training? Why?

How many reasons for work vary with men and women?

CONCEPT: CAREER 2.4

TITLE: THE RESUME'

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Identify areas of content in a resume'.

LEVEL: 9

MATERIALS NEEDED:

PROCEDURE:

1. Ask students to list areas they think would be important to an employee to include in a resume'. (Guide them to be sure to include the following.)
   - A. Personal information - name, address, phone, etc.
   - B. Education
   - C. Experience
   - D. Other activities - volunteer work, organization membership, etc.
   - E. Skills
2. Discuss each category regarding the kinds of information.
3. Discuss form and style for composing the resume'.
4. Ask students to compose their own resume' (include all real and factual information). See next activity.

COMMENTS: Save a copy of this resume' and compare it to their resume' three years from now (12th grade).

NATIONAL GUIDELINES:

VII.4: Demonstrate the skills and attitudes essential for a successful job interview.

EVALUATION: Students are able to identify the important areas covered in a resume.

RESOURCES: Block, Deborah Perlmutter. How to Get and Get Ahead on Your First Job, Ch 2, pg 27.
Job Readiness Series. "Resumes Made Easy". (Disks).
McLaughlin, John and Stephen K. Merman. Writing a Job-Winning Resume.
Resumes That Get Jobs.

CONCEPT: CAREER 2.4

TITLE: RESUME' WRITING

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Write a personal resume' for an actual and for a hypothetical job position.

LEVEL: 9

MATERIALS NEEDED:

PROCEDURE:

1. Have students select a job which they might consider applying for (a real part-time, after school or a summer job).
2. Write an actual resume' for that position.
3. Have students write a hypothetical resume' for a selected job position of their choice.
4. Discuss with students how a resume' may need to be adjusted so that the skills one has that most closely relate to the job may be emphasized or placed in a priority position.

COMMENTS: To be most meaningful, students should select a job for which they could actually obtain.

NATIONAL GUIDELINES:
VII.3: Complete a job application form in a satisfactory manner.

EVALUATION: Students have composed personal resumes for a job they might consider.

RESOURCES: Block, Deborah Perlmutter. How to Get and Get Ahead on Your First Job, Ch 2, pg 27.
Job Readiness Series. "Resumes Made Easy". (Disks).
McLaughlin, John and Stephen K. Merman. Writing a Job-Winning Resume.
Resumes That Get Jobs.

CONCEPT: CAREER 2.4

TITLE: JOB RELATED FORMS

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Fill out various forms and applications required for employment.

LEVEL: 9

MATERIALS NEEDED: Application forms for: Social Security
Licenses - driver's; professional, such as teaching certificates, nursing certificates, doctor's licenses, etc.
Copies of certificates issued after applications are processed

PROCEDURE:

1. Distribute copies of important records and forms: birth certificate, licenses, social security, etc.
2. Discuss the contents of various forms and records and why such information is needed.
3. Practice identifying or filling in various records or forms.
4. Discuss which forms everyone must fill out and which forms are only filled out by individuals in certain professions.

COMMENTS: Some of these forms are pre-requisite to applying for or being considered for any job while others apply to specific jobs. (The National Guideline cited for this activity states "Job Application Form", therefore this activity is only indirectly related to this guideline and these kinds of forms are not otherwise addressed in the National Guidelines.)

NATIONAL GUIDELINES:
VII.3: Complete a job application form in a satisfactory manner.

EVALUATION: Students can make the distinction between a social security card and other forms. They have successfully filled out a social security card form and a social security card application.

RESOURCES: State of Nebraska, Department of Education, Teacher Certification. (For information regarding Teacher Certification)
State of Nebraska, Department of Health, Bureau of Examining Boards. (For publications of Professions Regulated in Nebraska)
Job Readiness Series. "Filling Out Job Applications". (Disks).
Janus Hi-Lo Illustrated Worktexts. "My Job Application File". (Workbook).

CONCEPT: CAREER 2.4

TITLE: THE JOB APPLICATION

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Fill out a job application form with the correct information.

LEVEL: 9

MATERIALS NEEDED: "Job Application" form (pg. 438a-438b), job application forms from local businesses

PROCEDURE:

1. Hand out the Job Application sheet on the following page.
2. Discuss the kinds of information requested on the form in each section of the form and have students fill it in step-by-step together.
3. Then have students fill out a "Job Application Form", from local businesses. (These should be from different businesses so that students can see a variety of forms.)
4. Compare similarities and differences in "Job Application Forms".
    - A. Is the arrangement of items widely different?
    - B. What information is consistently requested?
    - C. What information is requested on some but not others?
    - D. Is there some information requested that is considered illegal to ask or require?

COMMENTS:

NATIONAL GUIDELINES:
VII.3: Complete a job application form in a satisfactory manner.

EVALUATION: Students have successfully filled out the job application form.

RESOURCES: "Job Application Form" (pg. 444a-444b).
Obtain application forms from local businesses.
Block, Deborah Perlmutter, How to Get and Get Ahead on Your First Job. Chapter 2, page 27.
Janus Hi-Lo Illustrated Worktexts. "My Job Application File". (Workbook).
Job Readiness Series. "Filling Out Job Applications". (Disks).

JOB APPLICATION FORM

1. Kind of position you are applying for ______________________.

2. Place you wish to be employed _____________________________.

3. Home phone (___) ___-_________.

4. Business phone (___) ___-__________.

5. Name: Mr.___ Mrs.___ Ms.___ (last)____________________
(first)________________ (middle)________________.

6. Legal or voting residence (state) ___________________________.

7. Height in shoes________feet______________inches.

8. Weight___________.

9. Birthplace (city and state or foreign country)________________.
____

10. Birth date (month)__________ (day)________ (year) 19___.

11. Social Security Number _ _ _ - _ _ - _ _ _ _

12. Present position ____.

13. Lowest pay you will accept $______per____________.

14. When will you be available_________________________________.

15. Will you accept less than full-time employment_______.

16. Are you willing to travel _____________.

17. Have you served on active duty in the military_____.

18. Have you been discharged from the armed services under other than honorable conditions__________________ (if "yes" explain)
____.

19. Special qualifications and skills__________________________.

20. Kind(s) of license or certificate (date)____________________.

21. Number of years high school attended______________.

22. Did you graduate from high school_________________.

23. Name and location of high school attended ____________________
________________.

24. Number of years college attended ____________________.

25. Did you graduate from college ____________________.

Date of graduation ____________________.

Type of degree ____.

Major field of study ____.

26. Other schools or training ____.

27. Honors, awards and fellowships received ____________________.

28. References: List three persons not related to you who have definite knowledge of your qualifications and fitness for the position for which you are applying.

FULL NAME	ADDRESS	BUSINESS OR OCCUPATION

29. Experience

A. Date of employment ____.

B. Title of position ____.

C. Salary ____________________.

D. Place of employment ____.

E. Kind of business or organization ____________________.

F. Name and address of supervisor ____________________.

G. Phone number of employer(____) ____-________.

H. Reason for wanting to leave ____________________.

I. Description of duties, responsibilities and accomplishments

____

____

____

CONCEPT: CAREER 2.4

TITLE: INTERVIEWING FOR A JOB

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Demonstrate effective job interview skills.

LEVEL: 9

MATERIALS NEEDED:

PROCEDURE:

1. Discuss "The Job Interview".
   - A. What is it?
   - B. What is included in it?
   - C. What is a general sequence of questions?
2. Divide students into pairs and have them practice interviewing for a job.
3. After an initial practice, divide students into triads identifying one as an employer, one as an interviewer and one as an observer/evaluee.
4. Role playing: Students conduct job interviews with each other, with one student to evaluate both the employer and the interviewee.
5. Videotape students conducting the interview sessions.
6. Have students analyze their own behavior during these contrived interviews which are videotaped.

COMMENTS: Show vignettes of "Job Interviews" and have students evaluate the good points and the points that could be improved (and how).

NATIONAL GUIDELINES:

VII.4: Demonstrate the skills and attitudes essential for a successful job interview.

EVALUATION: Students have demonstrated ability to answer questions related to elements of a successful job interview, and have demonstrated job interview skills.

RESOURCES: Jew, Wing and Robert Tong. Janus Job Interview Kit.
Job Readiness Series. "Successful Job Interviewing". (Disks).
Janus Hi-Lo Illustrated Worktexts. "My Job Application File". (Workbook).
Job Interview Skills. (Filmstrips).

CONCEPT: CAREER 2.4

TITLE: WORK ATTITUDES AND SKILLS

GOAL: Understand the meaning of work as it relates to personal social contexts.

OBJECTIVE: Identify and model qualities employers commonly seek in job applications.

LEVEL: 9

MATERIALS NEEDED:

PROCEDURE:

1. Discuss behaviors and traits which an employer most often seeks in an employee.
2. Have students list those traits and behaviors he/she demonstrates at home, at school, etc.
3. Have students maintain a self-critiqing log of their use of desirable work attitudes and skills.

COMMENTS: Students might interview parents, employers and employees to inquire what it takes to get hired.

NATIONAL GUIDELINES:
VII.4: Demonstrate the skills and attitudes essential for a successful job interview.

EVALUATION: Students have demonstrated a knowledge of desirable worker attitudes and traits and established a method of evaluating their own performance and skills.

RESOURCES: Job Survival Series. "Job Attitudes". (Disks).
Brewner, Margaret. et al. Life Skills Attitudes in Everyday Living. (Worktext).

600

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

Grade 10

GRADE 10

Activity Page

Learning 3.1

Education Planning II . . . 441
Mapping Community Resources . . . 442
Classifying Community Resources . . . 443
School And Community . . . 444

Learning 3.2

Achievement Assessment . . . 445
Planning Your Life . . . 446
Physical Characteristics . . . 447
Preparing For The Job Interview . . . 448

Learning 3.3

Learning Style Assessment . . . 449
Understanding Learning Style . . . 450
Friends Are Resources Too . . . 451

Learning 3.4

Future Decisions . . . 452
Career Information Interview . . . 453
Finding A Job . . . 454

Personal/Social 3.1

Group Discussion Roles . . . 455
Success Analysis . . . 456
Listening To Others About Me . . . 457
At Home With The Blockers And The Lovelies . . . 458

Personal/Social 3.2

The Changing World Of Work . . . 459
Changing Times . . . 460
Fantasy Future . . . 461

Personal/Social 3.3

My Choices . . . 462
Which Is #1? . . . 463
Risk Taking . . . 464

Personal/Social 3.4

Lifestyle Patterns Women (Wives) Choose . . . 465
Influence Of Stereotypes . . . 466
How I See Myself . . . 467

Career 3.1

Relationship Between Education And Career Placement . 468
Getting Information About Careers . . . 469
What Kinds Of Work Are There? . . . 470
Workers In The School . . . 471
Preparing For A Career . . . 472
Interpreting Career Information . . . 473
Recreation Careers . . . 474
Holland's Personality Type
Occupational Classification . . . 475

Career 3.2

Socially Assigned Sex Roles . . . 476
Current Status Of Work . . . 477
Jobs And Lifestyles . . . 478

Career 3.3

Interest Tests . . . 479
Interpreting Test Results . . . 480
Matching Interests To Careers . . . 481
Assessing Aptitudes . . . 482
Aptitude Match . . . 483
Personality Characteristics . . . 484
Personality Assessment . . . 485
Matching Personality And Career . . . 486
More About Me . . . 487
Life Goals . . . 488
Career Fields Related To Life Goals . . . 489
The Most Important Things About My Career . . . 490

Career 3.4

Job Application Forms . . . 491
Qualities Employers Seek . . . 492
Summer Employment . . . 493

CONCEPT: LEARNING 3.1

TITLE: EDUCATION PLANNING II

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Re-evaluate educational plan -- courses, graduation requirements and extracurricular activities.

LEVEL: 10

MATERIALS NEEDED: Each student's Educational Plan Folder, "Educational Profile" Sheet (pg. 441a)

PROCEDURE:

1. Provide each student with their Educational Plan File.
2. Review file with the students.
   QUESTIONS TO BE CONSIDERED IN THE REVIEW:
   - A. Does the plan meet graduation requirements?
   - B. Does the plan incorporate my interests?
   - C. Does the plan reflect information about myself from achievement tests?
   - D. Does the plan reflect information about myself from aptitude tests?
   - E. Does the plan reflect any information about me that I have obtained from significant others in my life?
     (Ex. Parents, teachers, people for whom I have done babysitting, lawnmowing, etc., who have made any comments about my skills, aptitudes, leadership qualities, personality characteristics, etc., that warrant consideration.)
3. Review file with parent(s) or guardian(s).
4. Make any adjustments needed.

COMMENTS:

NATIONAL GUIDELINES:

IX.10: Relate the choice of high school and postsecondary courses to a career and educational plan.

EVALUATION: Each student's Educational Plan updated and complete. They are satisfied with it and it meets graduation requirements.

RESOURCES: Local School Publication of Courses Offered and Graduation Requirements.
Personal Education Plan File.

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: ______________

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that one must have certain courses in order to graduate.

	9th 1s|2s Credits		10th 1s|2s Credits
English		English	
History			
Civics			
P.E. or band			

Total ____ Total ____

	11th 1s|2s Credits		12th 1s|2s Credits
English		English	
American Hist.		Economics	
		Govt.	

Total ____ Total ____

Total credits for grades 9-12: _________

To graduate, a student must take and pass between 9th and 12th grades _____ semester credits. Of this number there must be ______ in English, _____ in history or social studies, ______ in physical education, _____ in math, and _____ in science. If there are others, explain:

____

____

CONCEPT: LEARNING 3.1

TITLE: MAPPING COMMUNITY RESOURCES

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Identify employer resources in your own community.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:
1. Divide the class into teams of two or three. Have each team identify a local business or businesses which they would like to research.
2. Have each team draw a map of their chosen business and fill in the businesses located in that immediate area.
3. Have each team list all the potential jobs which they think might be found in the businesses they've identified.

COMMENTS: Go on a walking tour of their chosen area to look for jobs they may not have thought of in their previous listing.

NATIONAL GUIDELINES:
XII.5: Use school and community resources to explore education and career choices.

EVALUATION: Each team will have drawn a map of the immediate area of their selected business and listed potential jobs within their selected business.

RESOURCES: Local Yellow pages.
Telephone Book.
Chamber of Commerce List of Businesses.
Kelly, Joan M and Ruth Volz-Patton. Career Skills. Chapter 3: "Careers in Your Community". pg. 43-45.

CONCEPT: LEARNING 3.1

TITLE: CLASSIFYING COMMUNITY RESOURCES

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Classify the list of community resources into categories by job types.

LEVEL: 10

MATERIALS NEEDED: Community Resource Maps (student-developed), Potential Jobs Lists (student-developed)

PROCEDURE:

1. Have students agree upon symbols which can be placed by the name of an employer or business to indicate major types of jobs such as managerial, technical, services, and sales.
2. Students should then code each job to indicate whether it is a job which is traditional or nontraditional for women, or traditional or non-traditional for men.
3. Using the Community Resource Maps and Potential Job Lists developed by students in previous activities, teams should code their employer sites and post their maps to be used by the entire class.

COMMENTS: This activity should follow closely behind Learning 3.1, "MAPPING COMMUNITY RESOURCES". This activity may also meet Goal Statements, Career 3.1 and/or Career 3.2 depending on the emphasis or extension of discussion placed upon this activity.

NATIONAL GUIDELINES:

XII.5: Use school and community resources to explore education and career choices.

EVALUATION: Identified jobs are correctly categorized - managerial, technical, etc. Jobs are further coded traditional or nontraditional for male and for female.

RESOURCES: Career Education Posters. (Posters).
Kelly, Joan M and Ruth Volz-Patton. Career Skills. Chapter 3: "Careers in Your Community". pg. 46-62.
Student Maps.

CONCEPT: LEARNING 3.1

TITLE: SCHOOL AND COMMUNITY AS CAREER INFORMATION RESOURCES

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Use school and community resources to obtain career information.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. Familiarize students with the career resources that are available in the school and the local community.
    - A. Materials in the counselors office.
    - B. Materials in the school library.
    - C. Materials in various classrooms in the school.
    - D. Materials in the city library.
    - E. Career information available from local businesses.
    - F. Career information available from the Chamber of Commerce.
    - G. Community agencies that may have career information.
    - H. People in the community who may be resources.
2. Plan a parent's day where the students' parents visit the class and discuss with the students what they do at their job.

COMMENTS:

NATIONAL GUIDELINES:

VI.2: Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by nationa,m state, and local agencies and commercial publishers to aid career exploration or to formulate tntative carer choices.

EVALUATION: Students will have identified where they can go for career information with a general idea of the kinds of information they can find there.

RESOURCES: EACH SCHOOL LIST THE RESOURCES THEY HAVE AVAILABLE FOR THIS ACTIVITY.

CONCEPT: LEARNING 3.2

TITLE: ACHIEVEMENT ASSESSMENT

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Identify their level of educational development.

LEVEL: 10

MATERIALS NEEDED: Achievement test, paper, pencils

PROCEDURE:

1. Have students complete an achievement test appropriate for their age and grade level following the directions accompanying the test.
2. Explain to students the meaning of skills and abilities as measured by this test and how this information can be related to assist them in planning their career directions.
3. Have students make a list of careers in which their highest achievement scores would be necessary or especially valuable.
4. From this list, select one or two careers they would like to know more about and ask them to research them.
   A. Education/training required for entry-level
   B. Future projections for employment
   C. Locations of availability of jobs
   D. Salary range
   E. Life style (lots of travel, no travel, etc.)

COMMENTS: If students have scores that need improving this activity could be used to develop a plan for improving those scores.

NATIONAL GUIDELINES:

V.4: Demonstrate learning habits and skills that are integral to work and educational situations throughout life.
IX.2: Accept responsibility for the consequences of decisions.

EVALUATION: Students will have the results of their achievement test. They will have cited their highest scores and identified comparable careers and begin researching one or two of them.

RESOURCES: P-ACT (Pre-ACT) test or the Pre-SAT or another achievement test chosen by the school. (Assessment Instruments).
Divine, James and Judy Divine. Strategies for Taking Tests.

CONCEPT: LEARNING 3.2

TITLE: PLANNING YOUR LIFE

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Explain why it is useful for a person to consider his or her career goals while still in school.

LEVEL: 10

MATERIALS NEEDED: "Interview Questions for Life Span Chart" handout (pg. 446a), "Life Span Plan Chart" (pg. 446b)

PROCEDURE:

1. Discuss with students that frequently both men and women assume what their life plan will be without seriously considering their life pattern in terms of education, career, marriage, and family. Often people just go along with whatever comes up.
2. Give students three (3) copies of the Life Span Plan Chart.
3. Point out that the chart shows the average age of some critical points in one's life. (see chart)
4. Have students interview three people to obtain the answers to the questions for the Life Span Chart.
5. Conduct a group discussion on the findings of the interviews emphasizing the question, " When did the individuals you interviewed begin to formulate their career goals?"
6. Give each student a copy of the Life Span Plan Chart and ask them to fill in the ages and responses to the questions of the Life Span Chart for themselves in terms of predicting a Life Span for themselves.
7. Conduct a group discussion with students on their Life Span Plan Chart to aid them in clarifying the reality of their responses and to aid them in formulating a realistic plan for themselves.

COMMENTS:

NATIONAL GUIDELINES:

X.1: Acquire a basic knowledge of life cycles and corresponding life styles.

EVALUATION: Student will have three questionnaires filled in from their interviews. They will have a summary of their findings and formulate reasons for planning their career goals now.

RESOURCES: Campbell, David P. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).

INTERVIEW QUESTIONS FOR LIFE SPAN PLAN CHART

1. At what age were you married?

2. How old were you when your first child was born?

3. How old were you when your last child was born?

4. What was your age, or what will your age be when your last child is in school full time?

5. What was your age, or what will your age be when your last child completes high school?

6. What was your age when you began your present career?

7. What is your present career?

8. What type of training was necessary for this career? (Ex. college, vocational school, apprenticeship, etc.)

9. What was your age when you began to consider going into your present career?

10. If you have had previous occupations, what were they and what was your age when you began training for them?

11. What types of training was necessary for these previous occupations?

12. If you have had previous occupations what was your age when you began to consider going into that career?

13. At what age did you retire or at what age do you anticipate retiring from the world of work?

14. Females only: What was or is your career plan prior to marriage, after marriage, after children arrive?

```
                    LIFE SPAN PLAN CHART
            |     THE AVERAGE WOMAN OF 35         |
            |<------    HAS 30 EMPLOYABLE   ------>|
            |          YEARS BEFORE HER           |

 |
 |___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|
 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
     5  10  15  20  25  30  35  40  45  50  55  60  65  70  75
               |  |      |   |         |                 |
               |  |      |   |         |                 |
         18 1/2   |     30   |         |                 |
     High School  |    Last   |         |                 |
      Graduation  |   Child   |      45-48              70-74
                  |    Born   |    Last Child          Average
                 21           |    Through              Life
              Average        35    High School       Expectancy
              Age of       Average
              Marriage     Age Last
                           Child in
                           School
```

1. Present Career:____

2. Type of Training Required:___________________________________

3. Previous Career:____

4. Type of Training Required:___________________________________

CONCEPT: LEARNING 3.2

TITLE: PHYSICAL CHARACTERISTICS

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Examine how the absence as well as the presence of physical skills can influence the career options a person elects to pursue.

LEVEL: 10

MATERIALS NEEDED: "Physical Characteristics" Worksheet (pg. 447a), "Occupationally Relevant Characteristics" Worksheet (pg. 447b), pencils or pens

PROCEDURE:

1. Provide students the definition of:
    - A. Physical Characteristics
    - B. Emotional Characteristics
    - C. Intellectual Characteristics
2. Distribute to students a partial list of physical characteristics and instruct students to write on the worksheet whether or not those physical characteristics are occupationally relevant or not. (See complete examples on worksheet).
3. When students have completed the given characteristics, ask them to add 5 to 10 more physical characteristics and indicate whether or not they are occupationally relevant. (The additional characteristics may be individual or group generated.)
4. Distribute a worksheet on which the students may list the occupationally relevant characteristics that were provided and generated. Each student is to then complete the worksheet indicating occupations on which the physical characteristics would have a positive effect, negative effect or non-effective influence. (See examples on worksheet)
5. Conduct a group discussion to allow students to share their results and to obtain some consensus.

COMMENTS: Ex. A person who is unable to tolerate great height would probably not want to become a construction worker.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Student will relate how certain physical characteristics limit or enhance one's interest in specific careers.

RESOURCES: Laird, Donald A. et al. Psychology, Human Relations, 6th ed. Ch 7, pg. 138-152.

PHYSICAL CHARACTERISTICS

CHARACTERISTICS	OCCUPATIONALLY RELEVANT	NOT OCCUPATIONALLY RELEVANT
1. Color of eyes		X
2. Color Blindness	X	
3. Left Handed	X	
4. Allergy	X	
5. Vision Problem		
6. Hearing Problem		
7. Dwarfishness		
8. Hair Color		
9. Weight		
10. Flat Footed		
11. ____________		
12. ____________		
13. ____________		
14. ____________		
15. ____________		
16. ____________		
17. ____________		
18. ____________		
19. ____________		
20. ____________		

OCCUPATIONALLY RELEVANT CHARACTERISTICS

CHARACTERISTICS	POSITIVE EFFECT	NEGATIVE EFFECT	NO EFFECT
1. Color Blind	Reconnaissance	Interior decorator	
2. Paraplegic		Football Player	Draftsman
3. ____________________			
4. ____________________			
5. ____________________			
6. ____________________			
7. ____________________			
8. ____________________			
9. ____________________			
10. ____________________			

CONCEPT: LEARNING 3.2

TITLE: PREPARING FOR THE JOB INTERVIEW

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Identify and explain one's own strengths and abilities in preparation for a job interview.

LEVEL: 10

MATERIALS NEEDED: "Identifying Skills - How obtained and/or How Used" Worksheet (pg. 448a), "Employment Interview Questionnaire" (pg. 448b)

PROCEDURE:

1. Have students list their personal strengths and describe how they obtained and have used them. (Job skills and worker traits worksheet on next page as a guide to get them started)
2. Ask students to select a job and relate these skills to that job by having them answer the question: "What will you tell the employer to let him/her know you can do the job?"
3. Have students respond to "Questions Commonly Asked by Employers? (following pages)
4. Have the class discuss their responses. Students may divide into groups and role play the interview questions.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have identified some personal strengths and identified jobs that relate to those skills.

RESOURCES: Kelly, Joan M., & Ruth Volz-Patton, Career Skills, "Looking at Yourself". Ch 2, pg. 25-40.
Block, Deborah. How to Get and Get Ahead on Your First Job.
Career Skills: Spirit Masters Book Series. "The Interview". (Activity Book).
Janus Hi-Lo Illustrated Worktexts. "Janus Job Interview Guide". (Workbook).
Jew, Wing and Robert Tong. Janus Job Interview Kit. (Kit - see Games).

IDENTIFYING SKILLS - HOW OBTAINED AND/OR HOW USED

	ACADEMIC SKILLS	HOW OBTAINED
1.	Typing	took Typing I & II
2.	Word processing	took Word Processing I
3	Writing	took English composition and Journalism
4.	Office mgt & filing	took Secretarial skills
5.		
6.		
7.		
8.		

	PERSONAL TRAITS	EXAMPLES OF USE
1.	Patience	yard cleaning, babysitting
2.	Persuasion	selling items for school fund raising events
3.	Teamworker	
4.	Tactful	
5.	Honest & Sincere	
6.	Get along with others	
7.	Good worker	
8.	Reliable	
9.	Self-disciplined	
10.	Follow through on work	
11.	Able to control temper	
12.	Able to think	
13.		
14.		
15.		

EMPLOYMENT INTERVIEW QUESTIONNAIRE

1. What are your future career plans?
2. In what school activities have you participated? Which did you enjoy most? Why?
3. What do you like to do in your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for this company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best in school? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about this company?
11. What extracurricular activities have you participated in and have you held any offices in them.
12. How interested are you in sports?
13. How did you rank in your graduating class in high school?
14. Why do you think you would like this particular job?
15. Are you looking for a permanent or temporary job?
16. Do you prefer working with others or by yourself?
17. Can you take instructions without feeling upset?
18. What have you learned from some jobs you have had?
19. What would you like to be doing 5 years from now?

CONCEPT: LEARNING 3.3

TITLE: LEARNING STYLE ASSESSMENT

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Identify one's own learning style.

LEVEL: 10

MATERIALS NEEDED: Dunn's Learning Style Inventory
Canfield's Learning Style Inventory

PROCEDURE:
1. Have students take the Learning Style Inventory.
2. Score and develop learning style profiles.
3. Discuss the meaning of the elements measured by the learning style inventory.

COMMENTS: If students have taken prior learning style inventories, ask them to compare the results of this test with results of prior tests. Emphasize that all styles are okay. There is "NO BEST" learning style.

NATIONAL GUIDELINES:
I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have their own learning style profiles and be able to explain their preferences for the ways in which they most easily learn.

RESOURCES: Dunn, Rita and Kenneth Dunn. Educators Self-Teaching Guide to Individualizing Instructional Programs. "Dunn's Learning Style Inventory". pg. 95-111. (Assessment Instruments).
Canfield's Learning Style Inventory. (Assessment Instruments).
Self-Exploration Series. "Study Skills". (Disks).

CONCEPT: LEARNING 3.3

TITLE: UNDERSTANDING LEARNING STYLE

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Examine learning style and discuss the differences in their preferences with their peers.

LEVEL: 10

MATERIALS NEEDED: Learning Style profiles, pencil or pen

PROCEDURE:

1. Have students compare their learning style profiles in small groups (4-5).
2. Have students discuss their similarities and differences. (Emphasize that all are OK.)
3. Have students share examples of their most effective setting and procedures for studying.
4. Then have students examine ways to adapt class and assignment expectations to their learning style.

COMMENTS: Activity to be used with the "Learning Style Assessment" activity. **(EMPHASIZE THAT THERE IS NO "RIGHT" OR "WRONG", "GOOD" OR "BAD" LEARNING STYLE, BUT A STUDENT MAY NEED TO ADAPT TO THE SETTING OR GROUP THEY ARE IN.)**

NATIONAL GUIDELINES:

V.4: Demonstrate learning habits and skills that are integral to work and educational situations throughout life.

EVALUATION: Students can explain their own learning style preferences and recognize that other students have different preferences but that differences are okay. It helps individuals understand the "uniqueness" of individuals.

RESOURCES: Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. "Dunn's Learning Style Inventory". pg. 95-111. (Assessment Instruments).
Canfield's Learning Style Inventory. (Assessment Instruments).
Learning Improvement Series. "Effective Study Skills". (Disks).

CONCEPT: LEARNING 3.3

TITLE: FRIENDS ARE RESOURCES TOO

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Identify friends who may be resources in your job hunting or career search.

LEVEL: 10

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students make a list of their friends who have jobs.
2. Then have students identify what jobs their friends have.
3. Have students who are employed tell about their position, duties, pay, etc.

COMMENTS: Research shows that many people (of all ages and stages in life) obtain employment as a result of friends and/or acquaintances.)

NATIONAL GUIDELINES:

VI.7: Identify individuals working in a selected occupation who might be information resources, role models or mentors.

EVALUATION: Each student will have a list of their friends, the jobs they have and the duties they perform.

RESOURCES: Bolles, Richard. The 1989 What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers.
Crystal, John and Richard Bolles. Where Do I Go From Here With My Life?. (Workbook).

CONCEPT: LEARNING 3.4

TITLE: FUTURE DECISIONS

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: List three (3) important decisions he or she must make within the next year.

LEVEL: 10

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Explain that most of us can do many things with our lives and our time.
2. Ask students to make a list of all of the things they can realistically think of doing in the next year that would give them satisfaction. (Include hobbies to explore, places to visit, people to get to know, jobs to work at, things to learn, experiences to have, etc.)
3. After the students complete their lists, ask them to mark each item with one of the following:
   A. SOON. Write "soon" for those items that you choose to do very soon. You definitely will not postpone them.
   B. LATER. These are things that you definitely want to do, but not right away. You will not forget these things; it's just that now you choose to do other things, or you are not in a position to work at these now.
   C. UNLIKELY. For some reason, you will probably not do these things. You may change your mind later, but at the present time you do not feel that they should enter into your current life action plan.
   D. UNSURE. These are the items that you do not know how to classify. You may just need more time to think about them.
4. After students have completed this task, ask them to write down exactly what they plan to do about each of the items on their "soon" list. They should write a specific contract with themselves including time deadlines, people they will involve and anything else that will be necessary to achieve the plan.
5. Discuss the decisions they have made to accomplish those items marked "soon". (Factors to be included in the discussion are:
   A. Are the decisions realistic?
   B. Are the timelines reasonable?

COMMENTS:

NATIONAL GUIDELINES:
IX.8: Identify alternate courses of action in a given decision-making situation.

EVALUATION: Students will have a list of things they would like to do, decided on a time sequence for working on them, and will have made a contract with themselves to get started.

RESOURCES: Bershad, Carol and Nancy DiMella. The Changer and the Changed: A Working Guide to Personal Change. (Curriculum Program).

CONCEPT: LEARNING 3.4

TITLE: CAREER INFORMATION INTERVIEW

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Obtain information about careers from persons who are currently employed in a job which is of interest to them.

LEVEL: 10

MATERIALS NEEDED: "Worker Interview Questions" (pg. 453a)

PROCEDURE:

1. Give students a copy of the "Worker Interview Questionnaire".
2. Ask students to use the questionnaire to interview four persons, two males and two females, who are working in jobs that are of current interest to them.
3. After students have completed their interviews discuss the following questions:
    - A. Have these interviews influenced your interest in this career area? How?
    - B. Do the duties and requirements of the job appeal to you? Why or why not?
    - C. Can what you've learned from these people help you make your own career decisions? How?
    - D. What trends or patterns appear among females interviewed? Among males interviewed?
    - E. Do these trends follow a stereotyped pattern?
    - F. What work and personal values are expressed by the women interviewed? By the men?

COMMENTS:

NATIONAL GUIDELINES:

VI.7: Identify individuals working in a selected occupation who might be information resources, role models or mentors.

EVALUATION: Each student interviewed four people who are working in jobs that currently appeal to the student and then discussed with the class what they learned about those jobs.

RESOURCES: People employed in the community.
Schrank, Louise. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).

WORKER INTERVIEW QUESTIONNAIRE

1. How did you decide to take this job?
2. What other alternatives did you consider?
3. Would you alter these decisions if you were making them today?
4. What are the duties of your job?
5. What do you like best about your job?
6. What do you like least about your job?
7. Would you change anything about your job?
8. What kind of training and/or education did you go through before getting your job?
9. Did it prepare you adequately for your work?
10. How do you coordinate your family/home/job responsibilities?

CONCEPT: LEARNING 3.4

TITLE: FINDING A JOB

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Identify and use sources in solving the problem of finding a job.

LEVEL: 10

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Brainstorm a list of all possible sources for finding a job.
    - A. Newspaper
    - B. Yellow Pages
    - C. State Employment Offices
    - D. Private Employment Offices
    - E. Friends & relatives
    - F. School Placement Offices
    - G. Government Offices
    - H. Career Days - sponsored by college placements
    - I. National Publications (Ex: Business Weekly)
    - J. Professional Organization Publications
    - K. Personnel departments of large companies
    - L. Military recruitment offices
2. Discuss how each of these sources may be used and what kinds of jobs would be most commonly found through each source.
3. Have students ask their parents if they receive newsletters or other publications that often list job openings within their profession or place of employment.
4. Discuss the wide variety of places one can obtain information about job openings.

COMMENTS:

NATIONAL GUIDELINES:

VI.1: Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.

EVALUATION: Students will have a sizeable list of sources they could use in finding a job.

RESOURCES: Local Newspaper.
Telephone book(s).
State Employment Office, etc. (See list above and see list that students develop).
Daggett, William R. The Dynamics of Work. "Job and Career Information Sources". pg. 40-45.
Daggett, William R. Your Future Plans and Choices. "Career Information: Where To Look". pg. 286-289.
Me and Jobs. (Filmstrips).
Hooker, Dennis and Almut Fleming. Me and Jobs. (Workbook).

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: GROUP DISCUSSION ROLES

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Develop and incorporate those listening and speaking skills which will enhance communication in one's daily life.

LEVEL: 10

MATERIALS NEEDED: Prepared chart showing four communication roles (pg. 455a-455e), chalkboard, chalk

PROCEDURE:

1. Discuss the meaning of the four communication roles identified on the Communication Roles chart (p 455a).
2. Write each role on the chalkboard. As discussion progresses, write the underlined behaviors on the following page under each role.
3. Have students give examples of situations which would identify each of the four roles.
4. Have students role play the situations on pages 455c,d and e with students being assigned the roles identified on those sheets. (Directions on page 455b).
5. Discuss how each of these roles enhance or inhibit interaction and problem solving in the group.
6. Then discuss how people develop into these roles in group situations where they are not assigned but are assumed by the participants.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Develop interpersonal skills necessary for harmony in relationships with others.

EVALUATION: The students will have described the four major roles that develop during group interaction - leader, listener, gatekeeper and advocate. They will have explained four communication skills needed by the leader - messages, speaking distinctly, attentiveness and explained three skills needed by the listener (Ex. Attentiveness, timing, etc.)

RESOURCES: Baltus, Rita K. Personal Psychology for Life and Work 3rd ed, "Are You Listening?". pg. 221.

Chamberlain, Valerie M. and Eddye Eubanks. Personal Skills for Home, School and Work, "Communication Without Words". Ch 7, pg. 88-98; "Communication With Words". Ch 8, pg. 99-111.

Sasse, Connie R. Person to Person "Communicating With Others". Ch 7, pg. 136-164.

Laird, Donald et al. Psychology, Human Relations and Work Adjustment, 6th ed. "The Process of Communicating". Ch 12, pg. 256-277.

Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).

DIRECTIONS SHEET

"GROUP DISCUSSION ROLES"

Duplicate a copy of the resource page (455b). Cut it apart on the dotted lines. Tell the students you need 10 volunteers to role play a discussion group. Each volunteer may choose a role. Give the role players their strips and seat them in a circle on the floor. The rest of the class can sit in a circle of chairs around the role players or in their seats.

Have the leader begin by reading the problem on page 455c and describing his or her feelings. Then have the other members proceed to help the leader solve the problem. They are to play the roles as described on their strips of paper. Tell them the role play will last for about five minutes.

After five minutes have a discussion. Ask the students in their seats:

-Who played the role of Leader?
-How do you know?
-Who played the role of Listener?
-How do you know?
-Who played the role of Advocate who supports behaviors that help group discussions?
-Who played the role of Advocate who expresses feelings about unhelpful group behaviors?
-How do you know?
-Who played the role of Gatekeeper?
-How do you know?

Another role-play situation is presented on resource page 455d and 455e, if you wish to repeat the procedure.

Explain that these are roles that help group discussion. One person can have more than one role at the same time or one at a time.

Sometimes discussions seem not to be going well. Then we can ask ourselves what role is missing. We can then try to perform that role to help the group reach acceptance and understanding.

COMMUNICATION ROLES CHART

LEADER

Speak up

You have something to say and it is important. Therefore, it is also important that you say it so that everyone can hear.

Risk

Everyone gets scared about speaking up some of the time because they get the feeling that others will laugh at them or think that what they say is dumb. So you must "risk" because the more ideas people hear, however insignificant they may seem, the more they have to think about and the more understanding they will have.

Tell how you feel and why

When you speak, tell both how you feel and why you feel that way. There is a lot of difference between saying, "I hate baseball because I can't play well," and saying, "Baseball is a stupid game." The first way, you "own your feelings." The second way, you make it sound like everyone should feel the same way.

- -

LISTENER

Look at the speaker

Looking at the speaker helps him or her know we are listening.

Repeat how the other person feels and why

It is important that people know you are listening to them, but it is also important that they know you understand them. You can do this by repeating in your own words how the other person feels and why.

- -

GATEKEEPER

Be an observer

The Gatekeeper is one who opens the gate and helps others come into the conversation.

Show concern

The Gatekeeper must first be an observer. He must see who is being left out. Then he must show concern. He must let that person know that he is opening the gate and wants that person to come in.

Tell how you feel when others are left out and why

To do this he must tell that person how he feels and why he feels that way. for instance, "Mary, I'm worried about you because you haven't said anything. I wonder what you're thinking about."

- -

ADVOCATE

Support the group

Advocate means someone who speaks up in support of the group. An advocate wants the discussion to be a good one and is willing to risk speaking up when someone does something that gets in the way such as playing, whispering, or not showing concern. This person gives feedback by telling others how he feels. An advocate also speaks up when people do things that help the group and shows concern.

Give feedback (tell how you feel and why about what is going on now)

Resource Page for
"Group Discussion Roles"

SHEET I

GROUP DISCUSSION ROLES

LEADER	You start the discussion. You have a problem you want to risk talking about. It concerns the cheating that goes on when you play ball. You are really mad at some of your best friends because they not only do not play fair, but they try to act "big" when they get away with it. You want to tell the group how you feel about it.	Speak up. Risk. Tell how you feel

LISTENER Look at the speaker. Repeat how the other person feels and why.	**LISTENER** Look at the speaker. Repeat how the other person feels and why.
GATEKEEPER Be an observer. Show concern. Tell how you feel when others are left out and why.	**ADVOCATE** Support the group. Give feedback (when you see behaviors that help).
ADVOCATE Support the group. Give feedback (when you see behaviors that don't help).	**DISTRACTOR** Whisper your feelings to the person next to you instead of saying them out loud.
NON-TALKER Be shy.	**DISTRACTOR** Whisper your feelings to the person next to you instead of saying them out loud.

Resource Page for
"Group Discussion Roles"

SHEET II

GROUP DISCUSSION ROLES

LEADER You start the discussion. You have a problem you want to risk talking about. Your problem concerns two friends who will not speak to each other. If you are nice to one of them the other one will get mad at you. You do not know what to do.	Speak up. Risk. Tell how you feel
LISTENER Look at the speaker. Repeat how the other person feels and why.	**LISTENER** Look at the speaker. Repeat how the other person feels and why.
GATEKEEPER Be an observer. Show concern. Tell how you feel when others are left out and why.	**ADVOCATE** Support the group. Give feedback (when you see behaviors that help).
ADVOCATE Support the group. Give feedback (when you see behaviors that don't help).	**DISTRACTOR** Whisper your feelings to the person next to you instead of saying them out loud.
NON-TALKER Be shy.	**DISTRACTOR** Whisper your feelings to the person next to you instead of saying them out loud.

Resource Page for
"Group Discussion Roles"

SHEET III

GROUP DISCUSSION ROLES

LEADER

You start the discussion.
(you supply the problem)

Speak up.
Risk.
Tell how
you feel

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: SUCCESS ANALYSIS

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Identify three (3) events that have been particularly meaningful and determine what it was about those events that made them meaningful.

LEVEL: 10

MATERIALS NEEDED: Success Analysis Worksheet, Part I and II (pg. 456a-456b), pencil or pen

PROCEDURE:

1. Give each student a "Success Analysis" worksheet, Part I, and have them list their successes at the various age levels.
2. Have students list their MOST successful experience and one success during the Past week.
3. Ask students to indentify why they consider the items listed to be successes.
4. Have students discuss their successes and give the reasons they consider them to be successes.
5. Encourage students to provide positive feedback to the one speaking on why they think a particular item was a success.
6. Distribute Success Analysis, Part II, and have students rate their successes by placing a check mark beside the statement that applies.
7. Total the number of checks for each statement.
8. Rank order the number of checks.
9. Provide the following self-priority or value list associated with each statement.
   A - Wisdom
   B - Honesty
   C - Achievement
   D - Autonomy
   E - Love
   F - Aesthetic
   G - Skill
   H - Altruism
   I - Justice
   J - Morality
   K - Religious Faith
   L - Loyalty
   M - Knowledge
   N - Pleasure
   O - Recognition
   P - Wealth
   Q - Physical Appearance
   R - Health
   S - Emotional Well-Being
   T - Power
10. Have students discuss these values as to their meaning and significance for each student and how each item can be significant in their future pursuits in school, work, and leisure activities.

COMMENTS: Students should arrive at the conclusion that everyone does not define success in the same way.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students have identified events in their lives that they consider successes and described why they consider them successes.

RESOURCES: "Success Analysis Worksheet". pg. 31a-31b

NAME ______________________________

SUCCESS ANALYSIS - PART I

LIST THREE SUCCESSES	REASONS WHY

AGE 1-7

1.

2.

3.

AGE 7-12

1.

2.

3.

AGE 12-19

1.

2.

3.

MOST SUCCESSFUL EXPERIENCE:

ONE SUCCESS DURING THE PAST WEEK:

SUCCESS ANALYSIS - II

WHEN I DID THESE THINGS:

A. I used good insight and judgment.

B. I maintained or enhanced by own integrity and character.

C. I accomplished something important.

D. I did it my way or the way I felt best.

E. I expressed love in a meaningful way.

F. I expressed my love for beauty.

G. I used skill and knowhow.

H. I did something for others in an unselfish way.

I. I did what was fair and just.

J. I maintained my own moral standards.

K. I expressed my faith in God in a meaningful way.

L. I preserved or enhanced by relationship to a person, group or institution.

AS A RESULT OF THESE THINGS:

M. I learned something I did not know before.

N. I received a great deal of personal pleasure.

O. I received respect, appreciation, recognition or approval.

P. I received money or its equivalent.

Q. I became more physically attractive.

R. I became more physically healthy.

S. I became more emotionally secure and/or fulfilled.

T. I became more influential and received greater opportunity to make things happen.

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: LISTENING TO OTHERS ABOUT ME

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Distinguish between information "I should listen to" and information "I should ignore" that others tell me about "ME".

LEVEL: 10

MATERIALS NEEDED: Chalkboard, chalk, paper, pencil

PROCEDURE:

1. Discuss with students all the kinds of information they receive from other people? (Ex. Positive, negative, gossip, informative, etc.)
2. Have students discuss the question "How can I tell when information about "me" from others is good or not good?" (real or not real)
3. Have students identify some things others have told them about themselves (compliments & criticisms) and list on the chalkboard or on a piece of paper. (Ex. Good and bad)
4. Have students identify why they think some of these things were said to them.
5. Have students consider whether the things they have been told are consistent with their own "actual" experiences and beliefs.

COMMENTS:

NATIONAL GUIDELINES:

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students will have identified some things they have been told and categorized them as positive, negative, real, not real, etc., with some interpretation of why they were told these things. (A critical thinking exercise).

RESOURCES: Laird, Donald et al. Psychology, Human Relations and Work Adjustment, 6th ed., "The Process of Communicating". Ch 12, pg. 256-277.
Sidney, Simon. I Am Lovable and Capable (I.A.L.A.C.): A Modern Allegory on the Classical Put-Down. (Filmstrip).
Johnson, Helen. How Do I Love Me?.
As Others See You: Creating A Reputation. (Filmstrips).
Tuning In To Others: Person to Person Interaction Kits. (Kit - see Games).

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: AT HOME WITH THE BLOCKERS AND THE LOVELIES

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Describe different kinds of family communication.

LEVEL: 10

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students identify and discuss different styles of family interaction. (Be sure to include non-verbal, as well as verbal.)
2. Role play two very different fictional family situations:
   A. The Blockers, who have terrible communication
   B. The Lovelies, who are absolutely "perfect" in every way.
3. Discuss the results of these extreme situations and the characteristics of a family that communicates well together.

COMMENTS: Help students recognize the responses they use to block further communication such as "you don't understand" and comments they use to stimulate further communication such as any statement that indicates "tell me more."

NATIONAL GUIDELINES:

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students will have identified different styles or patterns of communication within families.

RESOURCES: Laird, Donald et al. Psychology, Human Relations and Work Adjustment, 6th ed., "The Process of Communicating". Ch 12, pg. 256-277..
Sasse, Connie R. Person to Person, "Living in Families". Ch 10, pg. 210-235.
Teen-Parent Conflicts: Getting Along. (Filmstrip).
The Successful Family: You Can Make It Happen. (Filmstrips).
Family Living: Puzzles, Games and Individual Activities. (Activity Book).
Brondino, Jeanne et al. Raising Each Other: A Book for Parents and Teens.

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: THE CHANGING WORLD OF WORK

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Discuss how rapidly changes occur that effect careers.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:
1. Ask students to imagine that they were teenagers at the time their grandparents were growing up.
2. Have students discuss what life would be like then in terms of homes, families, transportation, leisure activities and other topics.
3. Have students list jobs that existed then that are unheard of today.
4. Discuss the causes of such changes with students.
5. To emphasize how rapidly things change, repeat this procedure by having students list jobs that exist today that weren't known in their parents' youth.

COMMENTS:

NATIONAL GUIDELINES:
VIII.2: Describe how society's needs and functions influence the supply and demand of goods and services and the resulting impact on careers.

EVALUATION: Students will have a description of their grandparents' life as a teenager and the kinds of occupations they held at that time, with a comparison of their life as a teenager and the occupational options available to them.

RESOURCES: Daggett, Willard R. Your Future: Plans and Choices. "Your Changing World". Ch 4, pg. 50-63.
Daggett, Willard R. The Dynamics of Work. "The Meaning of Change". Ch 13, pg. 216-231.
Weinstein, Robert. Jobs for the 21st Century.
Butler, Diane. Future Work.
The New Independent Living Series. "Generations of Lifestyles". (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: CHANGING TIMES

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Examine change in making choices and developing plans.

LEVEL: 10

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

The job outlook changes, so students need to be able to look ahead to see where the job opportunities are. In 1870, for example, there were 145,044 blacksmiths in the U.S. and only 400 electricians. In 1970, there were 468,459 electricians but only 10,277 blacksmiths. A few years ago there weren't enough teachers. In 1980, there were 75,000 more teachers than jobs. Every year, however, more jobs open up for repair people.

It is evident that some kinds of jobs are very hard to get, but other jobs have more openings than people to fill them. In addition, people's ideas about jobs are changing. Fewer people are going to four-year colleges; more are going to community colleges and trade schools, to prepare themselves for the jobs that are available.

1. Have students make a list of four or five occupations they are interested in. Rank order choices.
2. Form groups. Have one student at a time give their top choice. Have students discuss this occupation twenty years ago and what they project it to be like twenty years from now.
3. Ask students if their choices have changed based on the projected outlook of the job.
4. Have students check their career choices with available information and check the demand projected for the future.

COMMENTS:

NATIONAL GUIDELINES:

IX.9: Project and describe factors that may influence educational and career decisions.

XII.5: Identify employers for specific occupations and job openings.

EVALUATION: Students will have a description of four or five occupations as they were twenty years ago, a description as they are now and a description of what they think it will be in the future.

RESOURCES: Occupational Outlook Handbook. (OOH).
Nebraska State Department of Labor Publications.
Weinstein, Robert. Jobs for the 21st Century.
Butler, Diane. Future Work.
The New Independent Living Series. "Lifestyle Changes". (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: FANTASY FUTURE

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Explore a fantasy of what your future may look like.

LEVEL: 10

MATERIALS NEEDED: "My Fantasy Future" handout (pg. 461a), pencil or pen

PROCEDURE:

1. Begin the activity by having each student name one thing they have daydreamed about in their future.
2. Have students really try to get into imaginations and avoid distraction. Have them think of what things may be like in ten years.
3. Have students fill out their "My Fantasy Future" handout.
4. Form small groups and have students share their fantasies. Have them answer these questions: Does Your fantasy job fit your fantasy lifestyle? Why or why not?
5. If students have done an exercise similar to this, have them compare answers.
6. Worksheet could be redone at a later date.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

X.3: Describe ways in which one's career choice may affect future life style.

EVALUATION: Students will have a description of what they think their life will be like - jobs they will have, where they will live, etc.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
The Career Game. (Filmstrip).

MY FANTASY FUTURE

Name: ______________________________ Date: ____________

Fill in the spaces to help you remember your fantasy day.

1. What time do you get up in the morning? __________________________
2. What kind of clothing do you put on? __________________________
3. Are you married? ____________ Number of children? ____________
4. What do you have for breakfast? ________________________________
5. Where do you live?

   _____ House _____ Apartment

   _____ Condominium _____ Other

   _____ City _____ Suburbs

   _____ Country _____ Other

   Briefly describe your fantasy home. __________________________

   ____

6. What time do you begin work? __________________________________
7. How do you get to work? __________________

   If in a car, what kind? __________________
8. Where do you work? ____
9. What is your job? ____
10. What do you enjoy about your job? __________________________
11. What do you enjoy most about your day? ______________________
12. Where do you have lunch? ________________________________

    What did you have? ______________________________________
13. How much is your monthly paycheck? ______________________________
14. What do you have for dinner? ___________________________________

    Do you eat out or at home? _____________________________________
15. What do you do on Friday night? ________________________________
16. What do you do on Saturday? ___________________________________
17. What do you do for leisure, fun and exercise? _________________

    ____

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: MY CHOICES

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Examine physical, emotional and intellectual behaviors and skills.

LEVEL: 10

MATERIALS NEEDED: "Choice" questionnaire (pg. 462a), pencil or pen

PROCEDURE:

1. Have students fill out the "Choice" questionnaire.
2. Form small groups and have students share answers and tell why they chose their answers.
3. Have students discuss situations in question one and two where they could combine two or all of their answers.
4. Have students share their career goals and see if they correlate with their work environment choices.
5. Have students discuss whether or not they see each other as they have answered on the questionnaire.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.
I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.
I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.
X.3: Describe ways in which one's career choice may affect future life style.

EVALUATION: Students have identified their activity preferences and discussed their similarities and differences in small groups. Students should come to the conclusion that individuals are different in their preferences, but that all are okay. They will receive input from others in the group indicating whether others perceive them as prefering the activity the individual has identified.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
The Career Game. (Filmstrip).
The New Independent Living Series. "Choosing Your Lifestyle". (Filmstrips).
Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).

CHOICE QUESTIONNAIRE

Have students write down their answers to the following:

"LEISURE"

a. Rank first to last:

______ I like to spend time with people.

______ I like to spend time reading, watching T.V. or being alone.

______ I like to spend time running or playing some type of athletics.

"WORK"

b. If you had a job, which would you prefer? Rank order.

______ Working with printed materials (complete written reports, collective information). DATA.

______ Work in situations where you are with people most of the time (advertising, sales, teaching, etc.). PEOPLE.

______ Work where using your hands is most important (building, carpentry, baker, machine operator)? THINGS

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: WHICH IS #1?

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Examine personal interests, likes and dislikes.

LEVEL: 10

MATERIALS NEEDED: "Rank Order Likes" worksheet (pg. 463a), pencil or pen

PROCEDURE:

1. Have students fill out the "Rank Order Likes" worksheet.
2. Have students form small groups and explain all of their choices.
3. Have students discuss which one of the choices is the most important and why.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.6: Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

EVALUATION: Students will have identified their personal likes and dislikes on the following worksheet. They will have explained why they like these activities and selected the one most important to them.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
The New Independent Living Series. "Choosing Your Lifestyle"; "What Is A Lifestyle?". (Filmstrips).
Presno, Vincent and Carol Presno. The Value Realms: Activities for Helping Students Develop Values. (Activity Book).
Priorities. (Game).

RANK ORDER LIKES WORKSHEET

Name ______________________________ Date __________

Number each word in the following groups from 1-3. Number 1 is most important or most appealing.

_______ watch TV
_______ go to a party
_______ study

_______ president of a big corporation
_______ senator
_______ teacher

_______ telling on a best friend
_______ changing schools
_______ getting lost in a strange city

_______ sword
_______ gun
_______ atom bomb

_______ admired by family
_______ admired by friends
_______ admired by teachers

_______ never happy and good grades
_______ sometimes happy and average grades
_______ always happy and rotten grades

_______ a classmate who plays practical jokes on you
_______ a classmate who constantly tattles
_______ a classmate who never does anything wrong

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: RISK TAKING

GOAL: Accept responsibility for making educational and career choices and moving towards tentative career goals.

OBJECTIVE: Explore courage in self to take risks.

LEVEL: 10

MATERIALS NEEDED: "Risk Questionnaire" (pg. 464a), pencil or pen

PROCEDURE:

1. Have students fill out the "Risk Questionnaire".
2. Have students discuss the following questions.
    A. Are you playing it safe? What are some things you would like to try but are afraid to?
    B. What is the worst thing that could happen if you don't succeed? If you don't try?
    C. What is the best thing that could happen? Is it worth the attempt?
    D. How can you increase chances for success and decrease chances for failure?

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.6: Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

EVALUATION: Students have examined areas of risk taking in themselves.

RESOURCES: Bingham, Mindy and Sandy Stryker. More Choices: A Strategic Planning Guide for Mixing Career and Family. (Worktext).

RISK QUESTIONNAIRE

How good are you at taking calculated risks? Could you honestly make the following statements about yourself? Circle your response.

I am not afraid of competition.	Yes	No	Undecided
I am an assertive person.	Yes	No	Undecided
I am capable of making difficult decisions.	Yes	No	Undecided
I stand up for the things I believe in.	Yes	No	Undecided
I will volunteer for a difficult assignment if success would be rewarding for me.	Yes	No	Undecided
I am willing to take on added responsibility in exchange for added knowledge, experience or recognition.	Yes	No	Undecided
Sometimes I try things just to see if I can do them.	Yes	No	Undecided
I would never let the fear of failure keep me from trying something I really wanted to do.	Yes	No	Undecided
I don't become discouraged if my first attempt at something is not a total success.	Yes	No	Undecided
I think Woody Allen was right when he said, "if you're not failing now and again, it's a sign you're playing it safe."	Yes	No	Undecided

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: LIFESTYLE PATTERNS WOMEN (WIVES) CHOOSE

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Identify the rewards and difficulties of different lifestyles as they relate to possible career choices.

LEVEL: 10

MATERIALS NEEDED: Newsprint, magic markers (one for each group), "Lifestyle Patterns" handout (pg. 465a)

PROCEDURE:

1. Hand out "Lifestyle Patterns" handout.
2. Have students form groups of about four each.
3. Assign each group selected lifestyle(s) to work with.
   For example: Group A: patterns 1, 4, and 7
   Group B: patterns 2, 5, and 8
   Group C: patterns 3, 6, and 9
   (If there are four groups, each group can do two lifestyles, etc.)
4. Ask each group to brainstorm and record the advantages and disadvantages for one lifestyle at a time.
5. Have students draw a line vertically down the center of their sheet of newsprint and write "advantages" in one column and "disadvantages" in the other column.
6. Ask students to share their ideas with the rest of the group by responding to the following questions:
   A. Which lifestyles seem most appropriate or appealing to you?
   B. How much time and energy has been set aside for being a parent?
   C. How does this fit into your decision about lifestyles?
   D. What kind of planning is needed if you continue to work while raising a family?
   E. If you plan to stay home when children are young, how could you keep up with the field in preparation for re-entry?
   F. How does one of the careers you are considering relate to these patterns?

COMMENTS: While this activity may appear to have the most impact for girls, boys need to consider these questions as they relate to a future spouse or they may consider the possibility of a being in a nontraditional role of homemaker (househusband).

NATIONAL GUIDELINES:

X.3: Describe ways in which one's career choice may affect future life style.
X.5: Describe ways in which roles in work, family and leisure are interrelated.

EVALUATION: Students will have generated and discussed the advantages and disadvantages of the lifestyle pattern sequences listed in the handout on the following page.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
The New Independent Living Series. (Filmstrips).
Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).

LIFESTYLE PATTERNS HANDOUT

All patterns assume completion of high school. These lifestyles are sequenced chronologically from left to right.

1. Marriage/childrearing/hobbies and community service.
2. Marriage/childrearing/education/employment.
3. Marriage and employment/education and childrearing/employment when last child starts school.
4. Education/marriage/childrearing/no employment.
5. Education/marriage/childrearing/employment when children leave home.
6. Education/marriage and employment/childrearing and part-time employment.
7. Education/marriage and employment/childrearing (household help) and employment.
8. Education/marriage/no children/employment.
9. Education/single lifestyle/employment.

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: INFLUENCE OF STEREOTYPES

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Explain why it is important to respect all people as individuals, regardless of their race, sex, religion, etc.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss how they feel when others make a judgment about them without knowing them. (Use several stereotyping statements - include those regularly heard around your school) Some examples might be: 1) Irish or redheads are hot tempered. 2) Boys can repair mechanical things easily. 3) Girls are naturally good at cooking and sewing. 4) Whites are more intelligent than other races.
2. Then have students discuss how these preconceived attitudes can inhibit cooperation between individuals - at school, at work, in the community, etc.
3. Discuss how one's success in a variety of life tasks can be inhibited by the stereotyped attitudes one has about themselves.
4. Discuss how one's success can likewise be inhibited when one has to work with individuals who also hold stereotyped attitudes.
   Ex: 1) Between teachers and students.
   2) Between employers and employees.

COMMENTS:

NATIONAL GUIDELINES:

X.2: Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.

EVALUATION: Students will have identified several stereotypes commonly used among their peers and discussed how these help or hinder their interactions in school, work or leisure activity settings.

RESOURCES: Nordberg, Robert. Coping With Changing Values.
Values in America. (Filmstrip).
Nelson, Jack. Activities for Exploring Values. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: HOW I SEE MYSELF

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Examine values and goals as they relate to lifestyle.

LEVEL: 10

MATERIALS NEEDED: "Personal Inventory Sheet" (pg. 467a), pencil or pen

PROCEDURE:

1. Have students fill out the "Personal Inventory Sheet".
2. Have students form small groups and share their worksheet responses.
3. Have students discuss whether or not they see each other as they have answered the worksheet.
4. Have students suggest occupation possibilities for each person's #1 rank order choice.
5. Have students compare their goals with what other students suggest in procedure three.

COMMENTS: Place worksheets in student folders for them to evaluate sometime later.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students will have rank ordered the "Personal Inventory Sheet" (following page), discussed their similarities and differences and have suggested occupations that would support their #1 choices.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
The New Independent Living Series. (Filmstrips).
Auction. "Lifestyle". (Game).
Self-Assessment: A Tool for Career Decision. (Filmstrips).
Crystal, John and Richard Bolles. Where Do I Go From Here With My Life?. (Workbook).

PERSONAL INVENTORY SHEET

Name: ______________________________ Date: __________

Rank the following in the order of importance to you:

Security
Wealth (money)
Independence (being your own boss)
Helping Others
Power (authority or influence over others)
Recognition (being noticed, feeling important)
Justice (fairness)
Knowledge
Beauty
Health

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: HOW I SEE MYSELF

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Examine values and goals as they relate to lifestyle.

LEVEL: 10

MATERIALS NEEDED: "Personal Inventory Sheet" (pg. 467a), pencil or pen

PROCEDURE:

1. Have students fill out the "Personal Inventory Sheet".
2. Have students form small groups and share their worksheet responses.
3. Have students discuss whether or not they see each other as they have answered the worksheet.
4. Have students suggest occupation possibilities for each person's #1 rank order choice.
5. Have students compare their goals with what other students suggest in procedure three.

COMMENTS: Place worksheets in student folders for them to evaluate sometime later.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students will have rank ordered the "Personal Inventory Sheet" (following page), discussed their similarities and differences and have suggested occupations that would support their #1 choices.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
The New Independent Living Series. (Filmstrips).
Auction. "Lifestyle". (Game).
Self-Assessment: A Tool for Career Decision. (Filmstrips).
Crystal, John and Richard Bolles. Where Do I Go From Here With My Life?. (Workbook).

PERSONAL INVENTORY SHEET

Name: ______________________________ Date: ________

Rank the following in the order of importance to you:

Security
Wealth (money)
Independence (being your own boss)
Helping Others
Power (authority or influence over others)
Recognition (being noticed, feeling important)
Justice (fairness)
Knowledge
Beauty
Health

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: HOW I SEE MYSELF

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Examine values and goals as they relate to lifestyle.

LEVEL: 10

MATERIALS NEEDED: "Personal Inventory Sheet" (pg. 467a), pencil or pen

PROCEDURE:

1. Have students fill out the "Personal Inventory Sheet".
2. Have students form small groups and share their worksheet responses.
3. Have students discuss whether or not they see each other as they have answered the worksheet.
4. Have students suggest occupation possibilities for each person's #1 rank order choice.
5. Have students compare their goals with what other students suggest in procedure three.

COMMENTS: Place worksheets in student folders for them to evaluate sometime later.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students will have rank ordered the "Personal Inventory Sheet" (following page), discussed their similarities and differences and have suggested occupations that would support their #1 choices.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
The New Independent Living Series. (Filmstrips).
Auction. "Lifestyle". (Game).
Self-Assessment: A Tool for Career Decision. (Filmstrips).
Crystal, John and Richard Bolles. Where Do I Go From Here With My Life?. (Workbook).

PERSONAL INVENTORY SHEET

Name: ______________________ Date: ______

Rank the following in the order of importance to you:

Security
Wealth (money)
Independence (being your own boss)
Helping Others
Power (authority or influence over others)
Recognition (being noticed, feeling important)
Justice (fairness)
Knowledge
Beauty
Health

CONCEPT: CAREER 3.1

TITLE: RELATIONSHIP BETWEEN EDUCATION AND CAREER PLACEMENT

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Identify different types of educational preparation required for various occupational clusters.

LEVEL: 10

MATERIALS NEEDED: Poster paper, magic markers

PROCEDURE:

1. Have students answer open-end statements which seek to gather feelings and thoughts from the affective domain such as:
   - A. When I talk to my parents about our World of Work activities, they ________________________ ____.
   - B. When I talked to my friends about our World of Work activities, they ________________________ ____.
   - C. In my opinion, the difference between work and play is ____.
   - D. Things that make me feel important are ____.
   - E. Things that are important to my teacher(s) are ____.
2. Have students construct a bulletin board classification chart showing the amount of training needed by workers in such areas as mathematics. For example:

No Math	Some Math	A Lot of Math
1.	1.	1.
2.	2.	2.
3.	3.	3.

3. Ask students to study the want ad section of a newspaper to see the different types of educational preparation that are required for various math related careers.
4. Have students poll occupations and people in their community and relate these occupations to actual educational preparation.

COMMENTS:

NATIONAL GUIDELINES:

IV.7: Relate essential learning skills to skills required in the work environment.

EVALUATION: Students will identify several occupations and determine the amount of math needed for each of those occupations.

RESOURCES: Newspapers
Occupational Outlook Handbook.
Dictionary of Occupational Titles.
Encyclopedia of Careers.
Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).

CONCEPT: CAREER 3.1

TITLE: GETTING INFORMATION ABOUT CAREERS

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Obtain information about careers.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. Have students name as many occupations as they can. Record them on the board.
2. Have students identify some occupations they would like to know more about.
3. Have students develop an interview questionnaire to obtain information about the identified occupations.
4. Distribute questionnaires or conduct interviews of people in occupations that students are interested in.
5. Report the findings from the interview back to class.

COMMENTS: Students could make a collage/bulletin board of occupations to display in classroom.

NATIONAL GUIDELINES:

VI.7: Identify individuals working in a selected occupation who might be information resources, role models or mentors.

EVALUATION: Students will have listed several occupations, selected those they are most interested in and gathered the information that they want about those occupations.

RESOURCES: Occupational Outlook Handbook.
Dictionary of Occupational Titles.
"In Nebraska: A Career Opportunity Guide". (Newspaper - see Books).
Career Choice Series: How to Match Your Fields of Study to Jobs Opportunities. (Book Series).
Career Education Posters. (Posters).

CONCEPT: CAREER 3.1

TITLE: WHAT KINDS OF WORK ARE THERE?

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Identify sources for obtaining the current status of employment in careers.

LEVEL: 10

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Distribute NE Dept. of Labor Publications.
2. Have students identify status and trends identified for employment in various careers nationally, statewide and locally that they may be interested in.
3. Have students make a list of those occupations they are interested in and record the status and trends.

COMMENTS:

NATIONAL GUIDELINES:

VI.2: Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

VI.7: Identify individuals working in a selected occupation who might be information resources, role models or mentors.

EVALUATION: Students will have a lot of occupations that interest them with descriptions of the status and trends for each occupation.

RESOURCES: Encyclopedia of Careers.
Local: NE Dept. of Labor Publications
National: Occupational Outlook Handbook.
"In Nebraska: A Career Opportunity Guide". (Newspaper - see Books).
Leape, Martha. The Harvard Guide to Careers.

CONCEPT: CAREER 3.1

TITLE: WORKERS IN THE SCHOOL

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Recognize characteristics that various categories of school workers have in common.

LEVEL: 10

MATERIALS NEEDED: Chalkboard, chalk, handouts of Holland Model

PROCEDURE:

1. Discuss the definition and characteristics of the Holland Model.
2. Discuss the school as a work setting - describe occupations within the school.
3. Discuss similarities of characteristics of certain school workers and categorize them according to Holland Model.
4. Discuss how the work setting changes a job.

COMMENTS:

NATIONAL GUIDELINES:

VI.4: Use various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).

EVALUATION: Students will have a list of occupations within the school and have them categorized according to Holland's Model.

RESOURCES: Handout of Holland Model (following page)
Jobs for the 90's. (Filmstrips).

CONCEPT: CAREER 3.1

TITLE: PREPARING FOR A CAREER

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Identify skills and educational preparation required for entry level positions in a career.

LEVEL: 10

MATERIALS NEEDED: See resources below

PROCEDURE:

A. There are basically 6 training pathways one can take to prepare for a career.
   1. High School/Vocational Courses
   2. Technical Schools
   3. Apprenticeship
   4. College
   5. Military
   6. On-the-job training

B. Review the 15 career clusters and the various careers listed in each cluster.
   1. Have students choose 4 careers that interest them.
   2. Have students research careers using the Dictionary of Occupational Titles (D.O.T.),NCIS, and any other career information available in the school.
   3. Have students report to the class the various training pathways for entering these careers?

COMMENTS: Using Technical and College catalogs, and Military Career Index, let students plan how they might plan to prepare themselves for a career.
If college is a requirement, have them estimate the cost of their education. (NCIS)
What are the salaries for entry-level positions in this career (NCIS)?

NATIONAL GUIDELINES:

IX.5: Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.

EVALUATION: Students will have outlined the training paths of four careers they have selected.

RESOURCES: Dictionary of Occupational Titles (DOT)
Nebraska Career Information System (NCIS)
Military Career Guide
College Catalogs - Technical School Catalogs
"In Nebraska: A Career Opportunity Guide".(Newspaper-Books).
Career Education Posters. (Posters - Career Clusters).

Agribusiness and Natural Resources

Dairy Farmer, Farm Equipment Mechanics, Agronomist, Veterinarians, Landscaping, Poultry Farmer, Horticulture, Food Scientist, Floraculture, Fruit Farmer, Rancher-(horse/cattle), Forester, Logger, Fishers, Fish/Game Warden, Geologist, Petroleum Engineer, Ranger, Fire Lookout.

Business and Office

Computer Operator-Programmer-Service-Systems Analyst, Office Equipment, Office Supplies, Secretary, Bookkeeping, Cashiers, Receptionist, File Clerk, Work Processing, Actuary, Accountant.

Communications and Media

Telephone, Newspaper, Television, Cable Installers, Magazines, Satellites, Broadcast Technician, Radio.

Construction

Contractors, Carpenters, Architects, Brick Masons, Drafters, Surveyors, Heavy Equipment Operator, Cabinet Maker, Crane Operator, Electricians, Plumbers, Floor Covering, Glaziers, Painters, Insulation Engineers, Air Cond./Heat, Ironworkers, Plasterers, Sheetmetal, Tilesetters, Ceramic Engineers.

Consumer and Homemaking

Modeling, Interior Decorator, Tailoring, Fashion Designer, Day Care Centers, Child Monitor, Dietician, Cooks/Chefs, Meat cutters, Cake Decorator, Kitchen Helper, Caterer.

Environmental

Air Pollution Control, Biologist, Urban Planning, Meteorologist, Surveyor, Sanitary Engineer, Cartographer, Energy Conservation, Acoustical Engineer.

Fine Arts and Humanities

Artist, Performing Arts, Florist, Writers, Religious, Media Specialists, Piano Tuner, Organist, Display Worker, Interpreters, Poet, Ornamental Metal, Colorist, Jeweler.

Health

Medical Records, Cytologist, X-ray Technician, Anesthesiologist, Pharmacist, Perfusionist, Laboratory Technology, Optometrist, Optician, Occultist, Surgical Technician, Podiatrist, Occupational Therapist, Biomedical Engineer, Speech Pathologist, Emergency Medical Technician, Respiratory Therapist, Psychologist, CAT Scan Technician, Hospital Administrator.

Public Services

School Personnel, Garbage Collector, Firemen, Governor, Mayor, Law Enforcement, City Manager, Corrections Officer, FBI, Guards, Military, ETV.

Transportation

Taxi Driver and Dispatcher, Truck Driver, Pilot, Ship Captain, Car Designer, Flight Attendants, Bus Drivers, Bicycles, Auto Repairmen, Motorcycle Mechanic, Tire Manufacturer, Auto Parts Store, Air Traffic Controller, Railroad, Travel Agent, Track Workers, Shuttle Pilots, Parking Lot Attendants.

Marketing and Distribution

Sales, Advertising, Packaging, Market Research, Retail Store.

Hospitality and Recreation

Inn Keeper, Hotels/Motels, Recreation Leader, Resorts, Bowling Alleys, Stables, Recreation Equipment, Pro-Athlete, Guides, Groundskeeper, Lifeguard, Race Car Driver, Jockey, Country Club Manager, Motorboat Mechanic.

Manufacturing

Tool Designer, Metallurgical Engineer, Industrial Engineer, Industrial Sewer, Robot Repair, Machinist, Instrument Maker, Machine Tools, Auto Assemblers, Boilermakers, Welders, Patent Attorney, Tool Grinder, Bucker, Sandblaster, Furniture, Loom Changer, Cloth Grader, Assembler, Glass Cutter, Laser Technologist, Robot Programmer.

Marine Science

Marine Biologist, Diver, Oceanographer, Research, Laboratory Technologist, Food Science, Exploration.

Personal Services

Waiter/Waitress, Undertaker, Private Household Workers, Cosmetologist and Barber, Pest Control, Dry Cleaners, Counselors, Sailor-Pleasure Craft, Detective, Real Estate Agent, Cosmetics, Shoe Repair, Spa Manager, Watch Repair, Banking, Lawyers, Kennel/Dog-Cat Grooming, Laundry, Paralegal Assistant, Social Worker, Mail Carriers.

CONCEPT: CAREER 3.1

TITLE: INTERPRETING CAREER INFORMATION

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Construct a graph representing the number of various business/industry establishments in their community and/or area.

LEVEL: 10

MATERIALS NEEDED: Pens, paper, other graph material

PROCEDURE:

A. Divide the class into 7 groups. Provide each group with a telephone book.
   1. Each group will count the number of businesses and or number of employees represented by the following categories:
      A. Construction Business
      B. Health Care
      C. Food Service
      D. Transportation Business
      E. Manufacturing
      F. Law
      G. Communication
      H. Agriculture/Agri-business
   2. Using the results, make a large graph showing the number of businesses in each category.
      A. Use pictures, yarn and other materials.
   3. Which category has the most number of businesses?
   4. Which category has the least number of businesses?

COMMENTS: May want to invite a representative from one or more of these categories to speak to the class about their career.

NATIONAL GUIDELINES:

VIII.5: List the community's major employers, the goods or services they produce and their overall impact on members of the community.

EVALUATION: Students will have constructed a graph showing the kinds of businesses and their comparative representation within the community.

RESOURCES: Telephone Book
Chamber of Commerce List of Businesses in the Community
Community Resource People
Appalachia Educational Laboratory, Inc (AEL). Worker Trait Group Guide.

CONCEPT: CAREER 3.1

TITLE: RECREATION CAREERS

GOAL: Apply knowledge of differences within and between occupation/ career clusters in making career choices.

OBJECTIVE: List careers relating to recreation.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. Define: Recreation-Site. (Ex. State parks, lakes, dams, forests, other sites.)
2. Ask students to respond to questions concerning recreation sites (students may need to write answers on a piece of paper).
   - A. Ask students to name their favorite recreational activity.
   - B. What kind of equipment is used for this activity?
   - C. Who provides the site for this activity?
   - D. Do weather conditions or seasons affect this activity? How?
   - E. What safety rules must you follow to participate in this activity?
   - F. Make a list of job titles of those who make this activity possible.
3. Have students expand their list of jobs (from above) associated with recreation.
4. Have students pick three recreational jobs they might like to have and find what education and physical qualifications are necessary.

COMMENTS:

1. Using Nebraska State Parks maps, find the State Park closest to your school. What recreational facilities are offered locally?
2. Invite a speaker from the NE Game and Parks Commission or local City Park and Recreation to talk to students as a follow-up activity.

NATIONAL GUIDELINES:

VI.2: Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

EVALUATION: Students will have a list of jobs and the qualifications for those jobs.

RESOURCES: NE State Parks Map; Newspaper/Magazines; Brochures from recreational sites in NE i.e.: Johnson Lake, Harlan County Dam, Stevens Point Dam-Ogallala Dam, Fort Robinson, Halsey Forest, Fort Kearney; NE State Game and Parks Commission local City Park and Recreation programs. Careers in the Leisure Time Industry. (Filmstrip).Jensen, Clayne. Opportunities in Recreation and Leisure.

CONCEPT: CAREER 3.1

TITLE: HOLLAND'S PERSONALITY TYPE OCCUPATIONAL CLASSIFICATION

GOAL: Apply knowledge of differences within and between occupation/ career clusters in making career choices.

OBJECTIVE: Describe Realistic, Social, Investigative, Enterprising, Artistic, and Conventional occupations and students identify those which interest them most.

LEVEL: 10

MATERIALS NEEDED: Holland's Model Personality Types (pg. 475a)

PROCEDURE:

1. Discuss the six categories of Holland's Model (See page. 475a). Have students identify occupations in each of the six classifications.
2. Review the composite picture of each of the six classifications of occupations and discuss the characteristics common to all of them.

COMMENTS: May want to conduct this activity in six seperate sessions focusing on only one Holland Classification code at a time. For example, discuss Realistic one session, Social the next session, Investigative the next, etc.

NATIONAL GUIDELINES:

VI.4: Use various classification systems that categorize occupations and industries (i.e., Dictionary of Occupational Titles).

EVALUATION: Students will have a list of occupations that are categorized in each of the six Holland personality types classification codes and have identified commonalities while also identifying differences of choice within a range of occupations which require similar characteristics.

RESOURCES: Holland, John, The Self Directed Search Professional Manual - 1985 Edition.
Appalachia Educational Laboratory (AEL). Worker Trait Group Guide.
Levering, Robert et al. The 100 Best Companies to Work for in America.

HOLLAND'S MODEL
PERSONALITY TYPES

R = REALISTIC

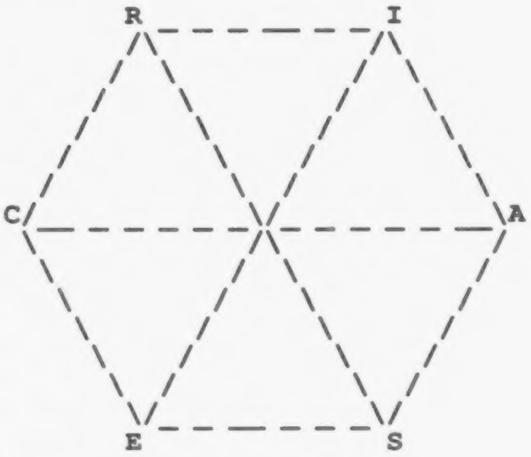
S = SOCIAL

I = INVESTIGATIVE

E = ENTERPRISING

A = ARTISTIC

C = CONVENTIONAL



The **REALISTIC** type likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, electrician. Has mechanical abilities, but may lack social skills. Is described as:

Asocial
Conforming
Frank
Genuine
Hardheaded
Inflexible
Materialistic
Natural
Normal
Persistent
Practical
Self-effacing
Thrifty
Uninsightful
Uninvolved

The **INVESTIGATIVE** type likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, medical technologist. Has mathematical and scientific ability but often lacks leadership ability. Is described as:

Analytical
Cautious
Critical
Complex
Curious
Independent
Intellectual
Introspective
Pessimistic
Precise
Rational
Reserved
Retiring
Unassuming
Unpopular

The **ARTISTIC** type likes artistic jobs such as composer, musician, stage director, writer, interior decorator, actor/actress. Artistic abilities: writing, musical, or artistic, but often lacks clerical skills. Is described as:

Complicated
Disorderly
Emotional
Expressive
Idealistic
Imaginative
Impractical
Impulsive
Independent
Introspective
Intuitive
Nonconforming
Open
Original
Sensitive

The **SOCIAL** type likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, speech therapist. Has social skills and talents, but often lacks mechanical and scientific ability. Is described as:

Ascendant
Cooperative
Empathic
Friendly
Generous
Helpful
Idealistic
Kind
Patient
Persuasive
Responsible
Sociable
Tactful
Understanding
Warm

The **ENTERPRISING** type likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, buyer. Has leadership and speaking abilities but often lacks scientific ability. Is described as:

Acquisitive
Adventurous
Agreeable
Ambitious
Domineering
Energetic
Excitement-seeking
Exhibitionistic
Extroverted
Flirtatious
Optimistic
Self-confident
Sociable
Talkative

The **CONVENTIONAL** type likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, tax expert. Has clerical and arithmetic ability, but often lacks artistic abilities. Is described as:

Careful
Conforming
Conscientious
Defensive
Efficient
Inflexible
Inhibited
Methodical
Obedient
Orderly
Persistent
Practical
Prudish
Thrifty
Unimaginative

PRINCIPAL ELEMENTS

The typology is based on seven assumptions. These were elaborated to create a typology of persons and environments and their interactions.

1. Most people can be categorized as one of six personality types labeled realistic, investigative, artistic, social, enterprising, or conventional. The description of each type is a summary of what we know about people in a given occupational group and a special way of comprehending this information: it is a theoretical or ideal type, i.e., a model against which we can measure the real person.

2. There are six kinds of environments: realistic, investigative, artistic, social, enterprising, and conventional. Each environment is dominated by a given type of personality and is typified by physical settings posing special problems.

3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. Realistic types seek realistic environments, social types seek social environments, and so forth.

4. A person's behavior is determined by an interaction between his or her personality and the characteristics of the environment. Based on an individual's personality pattern and the pattern of the environment, some of the outcomes of such a pairing can, in principle, be forecast by using knowledge of personality types and environmental models. Such outcomes include choice of vocation, job changes, vocational achievement, personal competence, and educational and social behavior.

5. The degree of congruence between a person and an occupation (environment) can be estimated by a hexagonal model. The shorter the distance between the personality type and the occupational type, the closer the relationship. For example, an R-person and an R-job are most congruent. An R-person in an S-job is in the most incongruent situation.

6. The degree of consistency within a person or an environment is also defined by using the hexagonal model. Adjacent types on the hexagon are most consistent or have compatible interests, personal dispositions, or job duties. Opposite types are most inconsistent or combine personal characteristics or job functions that are usually unrelated.

7. The degree of differentiation of a person or an environment modifies predictions made from a person's SDS profile, from an occupational code, or from their interaction.

**Quoted from The Self-Directed Search Professional Manual - 1985 Edition by John L. Holland, Psychological Assessment REsources, Inc.

CONCEPT: CAREER 3.2

TITLE: SOCIALLY ASSIGNED SEX ROLES

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Identify the roles that society has traditionally assigned to men and to women and determine whether these roles are an advantage or a disadvantage.

LEVEL: 10

MATERIALS NEEDED: 18X24 newsprint (4 sheets per group or one or two sheets of paper for composite list), marking pens,

PROCEDURE:

1. Divide the class into small groups of 4 or 5 students. Arrange to have both boys and girls in each group.
2. Ask each group to brainstorm and to develop two lists.
   A. One list of all the advantages and disadvantages assigned to males.
   B. A second list of all the advantages and disadvantages assigned to females.
3. Remind students before they start that the rules of brainstorming are that "no idea may be criticized or rejected and that all ideas are accepted and written down."
4. After lists are completed, ask each group to put a plus by each advantage or disadvantage that would help expand career choice.
5. Then have students put a minus sign by each advantage or disadvantage that would limit career choice.
6. Have a spokesperson from each group report their results back to rest of the class.
7. Review lists with class and note whether females or males have more pluses or minuses with regard to career choice.
8. Discuss with students how the lists from different groups were similar in many respects. Then ask:
   A. How did they "know" what the assigned roles were?
   B. Where did they learn what these roles were?
   C. When did they learn about these roles?
   D. What contributed to their learning about these roles? (Ex. Toys, books, TV, records, friends, family, relations, school)?

COMMENTS:

NATIONAL GUIDELINES:

XI.2: Identify evidence of sex stereotyping and sex bias in education programs and the world of work.

EVALUATION: Students will have a list of roles society defines as commonly male or female with designations as to whether these would expand or inhibit career choice(s).

RESOURCES: No Boundaries: Equal Career Opportunities For All. (Filmstrips).
Pro's and Con's: Sex Role Options. (Kit - see Games).

CONCEPT: CAREER 3.2

TITLE: CURRENT STATUS OF WORK

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Identify current status of women and work and men and work as seen by the news media.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. Have students collect newspaper/magazine articles they find about women and work and men and work for a designated period of time. (Ex. a week, two weeks, etc.)
2. At the end of the time period, have students compare their articles.
3. Discuss articles:
    - A. What were the basic issues raised?
    - B. What specific "messages" are implied?
    - C. What is the significance of the article in terms of real or token gains?
    - D. What is the significance of the location in the paper of most of the articles?

COMMENTS: This activity could be extended with new articles placed on a bulletin board and changed regularly. A file can also be kept of old articles for class reference. Television programs could be used, as well as articles.

NATIONAL GUIDELINES:

XI.2: Identify evidence of sex stereotyping and sex bias in education programs and the world of work.

EVALUATION: Students will have identified how male/female role stereotypes are perpetuated through the media (these articles).

RESOURCES: Local/regional/national newspapers and magazines.
Pro's and Con's: Sex Role Options. (Kit - see Games).

CONCEPT: CAREER 3.2

TITLE: JOBS AND LIFESTYLES

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Examine personal lifestyle career choices and how they relate to changing male/female roles.

LEVEL: 10

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students think about and discuss the word "lifestyle" and develop a definition. This could be done in small groups or as a class. Have someone write the definition on the chalkboard.
2. From the definition of "lifestyle", have students select occupations they might like to pursue. (The reasons they choose an occupation should be consistent with the ideas expressed in their definition of lifestyle.)
3. Form small groups and have students discuss the following:
    A. Can everyone live with the same definition of lifestyle?
    B. Determine whether or not your career choices relate to their definition. Why or why not?
    C. What are some student's ideas or changes from the definition to their personal goals?
    D. How does the definition relate to men and women's work roles and lifestyles twenty years ago? How does it relate today?

COMMENTS:

NATIONAL GUIDELINES:

X.2: Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.
X.3: Describe ways in which one's career choice may affect future life style.
XI.1: Identify factors that have influenced the changing work patterns of women and men during the last decade.

EVALUATION: Students will have developed a working definition (for them) of "lifestyle", related that definition to their career choice(s) and identified how their definition differs when related to male and female roles of today and twenty years ago.

RESOURCES: The New Independent Living Series. (Filmstrips).
Careers and Values: Understanding the Choices. (Filmstrips).
Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).

CONCEPT: CAREER 3.3

TITLE: INTEREST TESTS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Complete an Interest Inventory and discuss the results.

LEVEL: 10

MATERIALS NEEDED: An Interest Inventory (of your choice),
Interpretation Manual for the selected test

PROCEDURE:
1. Have students complete an interest inventory that you have selected.
2. In succeeding class period(s), discuss the results of the interest inventory with the students.
3. Allow students the opportunity to ask questions about their results and to express disagreement with any portion of their test results.
4. After thorough discussion, have students prioritize their list of interests as they feel they should be, using the terminology in the test.
5. Have students discuss results with their parents.

COMMENTS: DUE TO MATURATION, IT WOULD BE ADVISABLE TO REPEAT THIS ACTIVITY AGAIN AT GRADE 12.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have a profile of the results of the interest inventory they have taken. They will have had the opportunity to discuss their results and have prioritized their interests from most important to least important.

RESOURCES: Career Interest Test of choice, such as Holland's.
Self-Directed Search, CAPS, COPS, Career QUEST, etc.
The New Independent Living Series. (Filmstrips).
Careers and Values: Understanding the Choices. (Filmstrips).
Klein, Ken and Celia Unterman. Career Aptitude Tests. (Assessment Instruments).
Barrett, James and Geoffrey Williams. Test Your Own Job Aptitude: Exploring Your Career Potential. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: INTERPRETING TEST RESULTS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Describe the results of tests students have taken.

LEVEL: 10

MATERIALS NEEDED: Results from a test that students have taken

PROCEDURE:

1. Define what the test measures and how it is measured. (Use the test manual to obtain definitions,)
2. Explain what the test scores mean. Discuss with the students who they are being compared to (the Norm Group).
3. Discuss with the class the question, "Does the information from this test match other information I have about myself." (Other information about yourself may come from your work and/or school experience, from parents, teachers, other adults, peers, and from yourself, such as "this is easy for me", "I like this", "I am good at this", etc.)
4. Have students summarize their thoughts about the information from the test. Does it fit with what they know, think, or feel about themselves?
5. Have students discuss the results of the test with their parents. Do the results seem to match with what their parents know about them?
6. Students should now be ready to look at what test results imply about career choices.

COMMENTS: THIS EXERCISE SHOULD BE USED BEFORE ATTEMPTING TO APPLY TEST RESULTS TO DECISION MAKING. REPEAT THIS ACTIVITY IN GRADE 12.

NATIONAL GUIDELINES:

IV.1: Demonstrate the application of academic and vocational skills to the achievement of personal goals.

EVALUATION: Students will be able to describe the results of their own tests.

RESOURCES: P-ACT (Pre-ACT). (Assessment Instruments).
Klein, Ken and Celia Unterman. Career Aptitude Tests. (Assessment Instruments).
Barrett, James and Geoffrey Williams. Test Your Own Job Aptitude: Exploring Your Career Potential. (Assessment Instruments).
Career Directions. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: MATCHING INTERESTS TO CAREERS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify occupations that match your interests from a career interest inventory.

LEVEL: 10

MATERIALS NEEDED: Results from previously taken Interest Inventory

PROCEDURE:

1. From the previous activity in which students prioritized their interests from an interest inventory, have students develop a list of occupations that would support their two or three highest rated interests.
2. Ask students to identify two or three occupations to examine in more detail regarding the question, "How well does this occupation fulfill my interest?"
3. Have students discuss their findings.

COMMENTS: Activity number 2 (above) may be given as a homework assignment with students returning to class to share and discuss their findings.
DUE TO MATURATION, THIS ACTIVITY SHOULD BE REPEATED AT GRADE 12.

NATIONAL GUIDELINES:
I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have identified several occupations that parallel their interests as indicated by the interest inventory they have taken. From this list, they will have selected two or three which seem to be especially interesting.

RESOURCES: Nebraska Career Information System. (NCIS). (Assessment Instruments).
Self-Directed Search.
VALPAR.
OAYSES.
Careers and Values: Understanding the Choices. (Filmstrips).
Self-Exploration Series. (Disks).
Career Directions. (Assessment Instruments).
Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).
Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: ASSESSING APTITUDES

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Complete an Aptitude test and discuss the results.

LEVEL: 10

MATERIALS NEEDED: Aptitude Test (of your choice), Interpretation Manual for the selected test

PROCEDURE:

1. Have students complete an aptitude test that you have selected.
2. In succeeding class period(s), discuss the results of the aptitude test with the students.
3. Allow students the opportunity to ask questions and/or discuss the results of their tests.
4. After thorough discussion, have students rank-order their aptitudes as determined by the test. (May also have students rank-order the results of the test in the way they would prefer them to be and discuss the kinds of activities or studies that might help change one's scores.)

COMMENTS: This will take at least two class periods.
DUE TO MATURATION THIS ACTIVITY SHOULD BE REPEATED AT THE 12th GRADE.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.
IV.2: Relate achievement of academic and vocational skills to personal interests.

EVALUATION: Students will have rank-ordered their strengths as identified by their aptitude test and have discussed some ways they could improve some of their scores (if needed).

RESOURCES: Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Klein, Ken and Celia Unterman. Career Aptitude Tests. (Assessment Instruments).
Gale, Barry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: APTITUDE MATCH

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify occupations that match your aptitudes.

LEVEL: 10

MATERIALS NEEDED: Results from an aptitude test

PROCEDURE:
1. From the previous activity in which students rank-ordered their aptitudes from an aptitude test, have students develop a list of occupations that would support their highest rated aptitude.
2. Ask students to identify two or three occupations to examine in more detail regarding the question, "How well does this occupation fit with my aptitude?"
3. Discuss your findings.

COMMENTS: Activity number 2 (above) may be given as a homework assignment with students returning to class to share and discuss their findings.
DUE TO MATURATION, THIS ACTIVITY SHOULD BE REPEATED AT GRADE 12.

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have identified some occupations that match their highest rated aptitudes. From this list, they will have selected two or three that especially interest them to examine in more detail.

RESOURCES: Dictionary of Occupational Titles. (DOT).
Occupational Outlook Handbook. (OOH).
Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Klein, Ken and Celia Unterman. Career Aptitude Tests. (Assessment Instruments).
Careers and Values: Understanding the Choices. (Filmstrips).
Gale, Barry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: PERSONALITY CHARACTERISTICS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Explain what is meant by the term "personality characteristics."

LEVEL: 10

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Brainstorm - List on the chalkboard those adjectives that students believe describes a personality characteristic.
2. Divide into groups of 3-4 and have students discuss personality characteristics they believe they have, those they would like to further develop and those they would not want.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have developed a list of personality characteristics and discussed what those characteristics mean. They will then identify how they have developed, those they want to develop further and those they do not want to develop.

RESOURCES: Laird, Donald et al. Psychology, Human Relations and Work Adjustment.
Mamchur, Carolyn. Insights: Understanding Yourself and Others.
Personality Theories: Explaining Who We Are. (Filmstrips).
Keirsey, David and Marilyn Bates. Please Understand Me. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: PERSONALITY ASSESSMENT

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Complete a Personality Inventory and discuss the results.

LEVEL: 10

MATERIALS NEEDED: A Personality Inventory of your choice (Myers-Briggs is a commonly used one), Interpretation Manual for the Personality Inventory, Holland's Self-Directed Search measures Career Personality

PROCEDURE:

1. Have students complete a personality inventory.
2. In succeeding class period(s), discuss the results of this personality inventory with the students.
3. Allow students the opportunity to ask questions about their results and to express disagreement with any portion of their inventory results.
4. After thorough discussion, have students identify their dominant personality types (rank-order) as determined by the test. (EMPHASIZE THAT ALL PERSONALITY TYPES HAVE POSITIVE CHARACTERISTICS AND THAT THERE IS NO SUCH THING AS A BAD PERSONALITY TYPE.)

COMMENTS: DUE TO MATURATION, THIS ACTIVITY SHOULD BE REPEATED AT THE 12TH GRADE.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have a completed personality inventory and be able to relate characteristics identified for the inventory to characteristics they possess and/or ways they react to situations.

RESOURCES: Myers, Isabel Briggs and Mary H. McCaully. Manual: A Guide to the Development and the Use of the Myers-Briggs Type Indicator. (Assessment Instruments).
Kroeger, Otto and Janet M. Thuesen. Type Talk.
Keirsey, David and Marilyn Bates. Please Understand Me. (Assessment Instruments).
Mamchur, Carolyn. Insights: Understanding Yourself and Others.

CONCEPT: CAREER 3.3

TITLE: MATCHING PERSONALITY AND CAREERS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify occupations complementary to personality type.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. From the previous activity in which students identified their personality characteristics from a personality inventory, have students develop a list of occupations that would be most complementary to their personality.
2. Ask students to identify two or three occupations to examine in more detail regarding the question, "How well does this occupation fit with my personality type?"
3. Discuss your findings.

COMMENTS: Activity number 2 (above) may be given as a homework assignment with students returning to class to share and discuss their findings.
DUE TO MATURATION, THIS ACTIVITY SHOULD BE REPEATED AT GRADE 12.

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have a list of occupations that are complimentary to their personality type.

RESOURCES: Myers, Isabel Briggs and Mary H. McCaully. Manual: A Guide to the Development and the Use of the Myers-Briggs Type Indicator. (Assessment Instruments).
Keirsey, David and Marilyn Bates. Please Understand Me. (Assessment Instruments).
Mamchur, Carolyn. Insights: Understanding Yourself and Others.

CONCEPT: CAREER 3.3

TITLE: MORE ABOUT ME

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Synthesis the results of the following resources to formulate career goals - occupational, educational, citizen, family or leisure preferences, interest inventories, achievement tests, performance records and standardized ability tests.

LEVEL: 10

MATERIALS NEEDED: Results from: Interest Inventory , Aptitude Test, Personality Inventory, Achievement Test, Standardized Ability Test, Student Grades, "More About Me" worksheet (pg. 487a), test manuals (for above test used), pencils or pens

PROCEDURE:

1. Distribute "More About Me" worksheet and make available to the students the results of their interest, achievement and ability tests along with their grades.
2. Have students complete the "More About Me" worksheets.
3. Formulate possible career goals based on this recorded information.
4. Conduct a group discussion so that students can share their own findings and learn from one another's efforts.

COMMENTS: This activity should be done only after a series of sessions in which students have taken and received interpretations from several tests - interests, achievement, aptitude, personality, ability, etc.

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have completed the "More About Me" Worksheet, discussed their results and identified a possible tentative career goal which matches the synthesis of all the information they have about themselves.

RESOURCES: Dictionary of Occupational Titles. (DOT).
Occupational Outlook Handbook. (OOH).
Keirsey, David and Marilyn Bates. Please Understand Me. (Assessment Instruments).

NAME____________________________

MORE ABOUT ME WORKSHEET

I. List the subjects and grades you received while in high school.

II. My Interest Inventory revealed that:

III. The results of my achievement tests were:

IV. Standardized ability tests showed that:

V. Aptitude test results showed that:

VI. Personality inventory results indicate that:

VII. Based on the above data, a possible career goal for me is:

CONCEPT: CAREER 3.3

TITLE: LIFE GOALS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Name goals you would like to accomplish in your lifetime.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. Have students list 5 or 6 things they think they would like to accomplish in their lifetime that are achievable. (Encourage a good mix of long term and short term goals.)
2. Have students share ideas of "life goals" with other class members.

COMMENTS: This activity can be repeated at 12th grade to see how goals can change.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have identified at least 5 or 6 goals they would like to accomplish in their lifetimes. In sharing their goals they should recognize that people set different goals and for different reasons.

RESOURCES: Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Vedral, Joyce. I Dare You.
Self-Assessment: A Tool for Career Decision. (Filmstrips).

CONCEPT: CAREER 3.3

TITLE: CAREER FIELDS RELATED TO LIFE GOALS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify career opportunities in fields related to their aptitudes, achievements, interests, and personality as they relate to their life goals.

LEVEL: 10

MATERIALS NEEDED:

PROCEDURE:

1. Have students lay out their list of life goals.
2. Have students look at the career fields identified from their interest, aptitude, and personality inventories.
3. Compare all these lists and determine careers in which all of these seem to match.
4. Have students discuss those which seem to match and those that do not match. (What are the commonalities that match and what is there about some of them that do not seem to match?)

COMMENTS:

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have identified possible tentative career goals that match the information from the "More About Me" exercise on page 487a and their life goals (previous exercise).

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
Vocational Guidance Career Series. (Book Series).
Setting Career Goals the Micro-Way. (Disk).
Career Directions. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: THE MOST IMPORTANT THINGS ABOUT MY CAREER

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify characteristics that are the most important in selecting a career.

LEVEL: 10

MATERIALS NEEDED: Posterboard, markers

PROCEDURE:

1. Form small groups of 3-4 students.
2. Have students "brainstorm" and record a list of reasons for selecting a particular career.
3. Each group should record all items generated on a posterboard.
4. Have each group present their ideas to the class.

COMMENTS: Each student should have a preliminary list of what they consider most important in selecting a career.

NATIONAL GUIDELINES:

IV.4: Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.

EVALUATION: Students will have generated a list of reasons for selecting a career and have expressed their ideas regarding which reasons they believe are most important.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
Is There Life After High School?. (Filmstrips).

CONCEPT: CAREER 3.4

TITLE: JOB APPLICATION FORMS

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Examine various forms and applications required for employment.

LEVEL: 10

MATERIALS NEEDED: Sample employment applications, W-2 forms

PROCEDURE:

1. Have students discuss important records and why they are necessary. (Ex. birth certificate, licenses, social security card, income tax forms, etc.)
2. Have students practice identifying or filling in various records or forms.
3. Have students discuss filling out application forms. (Some areas they should cover are neatness, honesty, adding hobbies or jobs they have had that may seem insignificant to them, ex. babysitting.)

COMMENTS:

NATIONAL GUIDELINES:

VII.4: Develop skills in preparing correctly a resume and complete job application.

EVALUATION: Students will have discussed the importance of records - birth certificates, Social Security, etc. - and will have completed an application form. They will have observed how application forms differ in appearance, but essentially contain the same information.

RESOURCES: Kimbrell. Succeeding in the World of Work.
Obtain samples of application forms from local businesses.
Resumes/Job Applications: A Practical Guide. (Filmstrips).
Dahlstrom, Harry. Job Hunting Handbook. (Worktext).
Job Readiness Series. "Filling Out Job Applications". (Disks).

CONCEPT: CAREER 3.4

TITLE: QUALITIES EMPLOYERS SEEK

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Identify qualities employers commonly seek in employees.

LEVEL: 10

MATERIALS NEEDED: Resource person from community (Ex. Employers, employees)

PROCEDURE:
1. Have students brainstorm a list of traits of a good worker.
2. Then ask students to prioritize these traits from most important to least important. (This could be done by voting on each trait.)
3. Have an employer talk with students regarding "What it takes to be hired and to be a good employee?"
4. Have an employee talk with students regarding "What it takes to be hired and to be a good employee?"
5. Compare the student generated list to the employer and employee lists.
6. Then have students rate themselves as a worker according to these lists - at home, at school, etc., on a piece of paper.

COMMENTS:
1. It would be beneficial to have more than one employer and employee. Talk to students to get a variety of ideas.
2. If there are students in class who are employed, let them share with the class about how they were hired.
3. A mock interview could be used as a followup either with students or a volunteer employer.

NATIONAL GUIDELINES:

II.4: Demonstrate interpersonal skills required for working with and for others in a work setting.

EVALUATION: Students will have a list of traits of a good worker that they have generated and have obtained from an employer and an employee. They will have compared these lists and rated themselves on these qualities.

RESOURCES: How to Get Along On the Job. (Cassette).
Job Readiness Series. "Job Attitudes". (Disks).
Daggett, Willard R. The Dynamics of Work. Chapter 6, pg. 86.

CONCEPT: CAREER 3.4

TITLE: SUMMER EMPLOYMENT

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Identify common sources of employment as well as considering resources they have at their disposal in their search for a summer job.

LEVEL: 10

MATERIALS NEEDED: "Finding Summer and After School Employment" handout (pg. 493a), "Questions To Discuss With Family" handout (pg. 493b-493c)

PROCEDURE:

1. Tell students that "First we are going to learn some things about job hunting - Where to look and how to go about it.
2. Ask students what kind of work they have done so far. Have these been paying jobs.
3. Ask students if they have done any volunteer work? What have they done as a volunteer?
4. Remind students that there are quite a variety of jobs even though young people are limited in their search because of their age and lack of experience.
5. If any of the students have had some experience in trying to find a job, ask them to relate what some of their experiences have been. (Problems are likely to include: not knowing where to apply, not knowing who has a job available, being told on the phone that there's nothing available, not hearing again from a prospective employer, etc.)
4. Have students discuss some ways to eliminate or at least reduce some of these difficulties.
5. Have students go through handouts, "Finding Summer and After-School Employment" and "Questions To Discuss With Family".
6. Allow time for discussion and/or questions after going through each worksheet.

COMMENTS:

Handout: (Sources of Summer Jobs). As you can go through the items listed, help students to think thoroughly and creatively about who they know and how they can create a job for themselves. For example, instead of taking care of one or two children for a working mother, they might consider asking a friend to explore the possibility of establishing a small play group in their home or at their church, if there is none. What about a plant watering service for people on vacation? How about running errands for an elderly person or organizing a grass cutting and maintenance service for the neighborhood?

NATIONAL GUIDELINES:
VII.5: Identify employers for specific occupations and job openings.

EVALUATION: Students will have generated a variety of options for obtaining summer or after-school employment within their own community.

RESOURCES: Noble, John. Part-Time and Summer Jobs.
Bauer, Betsy. Getting Work Experience.

FINDING SUMMER AND AFTER-SCHOOL EMPLOYMENT

I. What kind of job are you looking for?

A. One that will maximize earnings.
- If earnings are your priority, work involving heavy physical labor or difficult work conditions usually pay best: construction companies, automotive plants, other large plants or mills (Ex. bakeries), state highway department, etc.

B. One that will combine earnings with relevant experience.

C. One in which earnings are not very important but which will provide the most relevant experience in the field you want to explore.

- Consider volunteer occupations instead of paid employment or in addition to it. Volunteering will often allow you to work at a level of responsibility for which you would not be hired.

- Consider also courses in business skills, computer skills, or in a specific field related to your interests. One summer of special training can open many doors for future part-time or summer employment.

II. How can you find or create possible openings?

A. Yellow Pages:
It is very useful for finding out whether certain types of services or occupations exist in your community, the approximate size of the company, the address and telephone number, and sometimes the name of the person to contact. Yellow Pages groups together all related businesses, therefore simplifying looking for a specific field or type of work.

B. Everyone You Know:
Include friends, relatives, neighbors, etc. It pays to be bold. However, be as businesslike with them as with personnel people. They are, after all, prospective employers.

C. Newspapers, directories, local employment agencies:
These sources list job openings but most jobs open to teenagers often are not listed.

D. Large hospitals, colleges, and universities, etc.:
These institutions have special bulletin boards for openings. Find out where they are and check them regularly.

E. Shopping centers and shopping malls:
Spend a day making inquiries at each place of business.

F. Large professional buildings:
Check the bulletin boards for the types of business availabilities.

G. Classified Ads:
Place ads in local newspapers about services you can provide or the type of work you desire.

H. Design and organize a service:
Advertise informally in your neighborhood. Use church or supermarket bulletin boards.

III. Whom should you approach?

A. Identify the manager, director, or person in charge.

B. Ask for a specific job or position or inquire about a specific area or office ("I am interested in a position in your business office?").

C. Send letter of application and resume.

D. Try to speak to the person in charge. Remember, the secretary cannot hire you!

IV. How do you follow up?

A. Contact the same person whom you dealt with initially.

B. Keep calling. Show interest and persistence. Calling once a week is not to often unless told otherwise.

C. Be prepared to go back when asked. It is important to be readily available for follow-up interviews.

V. What about your appearance and behavior?

A. Dress appropriately for the interview. Even if the job itself requires jeans, wait until you've been hired.

B. Be prompt. Demonstrate by your behavior that you will be a responsible worker.

C. Treat the interviewer with thoughtfulness and respect even if it is a friend or relative you have known a long time.

VI. What are some sources of summer jobs?

A. Parks
B. Amusement parks
C. Camps
D. Recreation centers
E. Fast food operations
F. Sales
G. Hospitals
H. Friends and Relatives
I. Shopping malls
J. Country clubs
K. Political organizations
L. State and local govt. institutions
M. Lawn Mowing Service
N. Day Care Centers
O. Construction

VII. What are some services you can provide?

A. Babysitting
B. House, pet or plantsitting
C. Lawn and garden care
D. Window washing
E. Housecleaning

QUESTIONS TO DISCUSS WITH YOUR FAMILY ABOUT SUMMER AND/OR PART-TIME EMPLOYMENT

1. How many hours are you willing to work?
2. What hours are you willing to work?
3. What days are you willing to work?
4. Are there any medical restrictions on your work such as allergies, lifting weight, etc.?
5. Do you have transportation to and from the job?
6. Are there any family vacations or special camps that you need to be free for?
7. What experience do you have in work or activities similar to this job?
8. Do you know anyone who has worked in a job like this?
9. Do you have any special skills?
   - a keyboard class, experiences with a computer
10. Do you have a drivers license?
11. Do you have a car that you are willing to use in your work?
12. Do you have a Social Security number? Do you have it with you?
13. How much money do you want to earn?
14. What do you plan to do with the money?
15. If your plans include saving money for a special purchase, what is your savings plan?
16. Are there special family concerns about money you earn and its effect on family income?
17. What effects will your work have on grades and extra- curricular activities?
18. Does the work require any special clothing?
    If it does, who supplies these clothes?
19. Do you want summer employment that leads to a part-time or full-time job?
20. When thinking about special purchases, what are the hidden costs?
    -Cars require - license, insurance, gas, maintenance, such as new tires, tune-ups.
    -Tape players require tapes to play.
    -Etc.

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 11

Activity Page

Learning 3.1
Education Planning III 494
How School Relates To Work 495
Matching Occupations And Skills. 496

Learning 3.2
What Will I Be?. 497
Knowledge Of Yourself. 498
You And Your Abilities 499

Learning 3.3
High School Coursework Develops Career Skills. 500
Postsecondary Career Skill Development 501
Seeking Information For The Future 502

Learning 3.4
Decision Making Process. 503
Personal Decisions 504
Planning One's Life. 505

Personal/Social 3.1
How I See Myself 506
Attitudes Can Highlight Careers. 507
How Attitudes Influence Behavior 508

Personal/Social 3.2
Work, Change And Future Society. 509
Future Shock - A Prediction. 510
Your Personal Fantasy Of Your Future 511
Sharing And Discussing Our Fantasies Of The Future . 512

Personal/Social 3.3
Personality Types. 513
My Personality 514
Food And TV. 515

Personal/Social 3.4
Personal Preferences In Work 516
Changes In Lifestyle 517
Adopting To New Life Styles. 518

Career 3.1
Job Similarities And Differences 519
Selecting A Career 520
Do Something You Love To Do. 521

Career 3.2
Identifying Non-Traditional Jobs 522
Making Career Choices. 523
Women's Work/Men's Work. 524
Exploring Non-Traditional Careers. 525
Interviewing Workers In Non-Traditional Jobs 526
Salary Levels Of Careers 527

Career 3.3
My Fantasy Career. 528
Getting Information About My Fantasy Career. 529
Skills Needed For My Fantasy Career. 530
Fantasy To Reality Career Plan 531
Fantasy Career Timeline. 532
Assessing Career Interests 533
Research A Career. 534

Career 3.4
Occupational Influences. 535
Career Lifestyles. 536
Homemaking As A Career 537

CONCEPT: LEARNING 3.1

TITLE: EDUCATION PLANNING III

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Re-evaluate educational plan, including courses, graduation requirements and extracurricular activities.

LEVEL: 11

MATERIALS NEEDED: "Educational Profile" Sheet (pg. 494a) and
Each student file of their Education Plan

PROCEDURE:

1. Provide each student their Educational Plan File.
2. Review file with the students.
   QUESTIONS TO BE CONSIDERED IN THE REVIEW:
   - A. Does the plan meet graduation requirements?
   - B. Does the plan incorporate my interests?
   - C. Does the plan reflect information about myself from achievement tests?
   - D. Does the plan reflect information about myself from aptitude tests?
   - E. Does the plan reflect any information about me that I have obtained from significant others in my life? (Ex. Parents, teachers, people for whom I have done babysitting, lawnmowing, etc., who have made any comments about my skills, aptitudes, leadership qualities, personality characteristics, etc., that warrant consideration)
   - F. Does the plan reflect information about myself related to any work experience I may have?
3. Review file with parent(s) or guardian(s).
4. Make any adjustment needed.

COMMENTS:

NATIONAL GUIDELINES:

IV.8: Formulate educational plans that reflect continued learning directed toward achieving career goals.

EVALUATION: Students will have re-evaluated their educational plan and made any corrections or changes needed to meet requirements or changes desired because of changed interests.

RESOURCES: Local School Handbook containing curricular offerings.

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: ______________

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that one must have certain courses in order to graduate.

	9th 1s|2s Credits	10th 1s|2s Credits
English	English	
History		
Civics		
P.E. or band		

Total ____ Total ____

	11th 1s|2s Credits	12th 1s|2s Credits
English	English	
American Hist.	Economics	
	Govt.	

Total ____ Total ____

Total credits for grades 9-12: ________

To graduate, a student must take and pass between 9th and 12th grades _____ semester credits. Of this number there must be _____ in English, _____ in history or social studies, _____ in physical education, _____ in math, and _____ in science. If there are others, explain:

____

____

CONCEPT: LEARNING 3.1

TITLE: HOW SCHOOL RELATES TO WORK

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Identify academic skills used within job clusters.

LEVEL: 11

MATERIALS NEEDED: "Jobs/Job Clusters/Skills" worksheet (pg. 495a), pencil or pen

PROCEDURE:

1. Give each student the "Jobs/Job Cluster/Skill" worksheet.
2. Ask students to place each job listed at the left under the appropriate job cluster heading.
3. Have students list school skills necessary for each of the thirteen job clusters.
4. Upon completion of the exercise, divide class in groups of five so that they can compare findings.
5. One spokesman from each group will present results to the class.
6. Class will discuss any discrepancies between job and school skills and how similar skills are interrelated between various job clusters.

COMMENTS:

NATIONAL GUIDELINES:

IV.3: Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.

EVALUATION: Students will have completed the Job Clusters Worksheet and reached consensus regarding how skills learned in school relate to skills needed for a variety of jobs.

RESOURCES: Schrank, Louise. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).

JOB CLUSTERS

Place each job listed at the left under the cluster heading where you think it fits.

JOBS

Musician
Physical Therapist
Market Researcher
Receptionist
Forester
Retail Store Sales
Roofer
Automobile Mechanic
Farm Worker
Medical Records Librarian
Civil Engineer
Public Relations
Biologist
Teacher
Bricklayer
Secretary
Watch Repairman
Lawyer
Registered Nurse
Oceanographer
Soil Scientist
Mining Engineer
TV & Radio Technician
Carpenter
Real Estate
Laboratory Technician
Insurance
Computer Operator
Actor
Glazier
Economist
Sociologist

JOB CLUSTERS

Business Administration and Related Professions
1.
2.

Conservation
1.

Engineering
1.
2.

Health Services
1.
2.
3.
4.

Science
1.
2.

Performing Arts
1.
2.

Other Professions & Related Occupations
1.
2.

Occupations in Agriculture
1.
2.

Sales Occupations
1.
2.
3.

Building Trades
1.
2.
3.
4.

Mechanics & Repairmen
1.
2.
3.

Social Sciences
1.
2.

Clerical & Related Occupations
1.
2.
3.

SKILLS

Business Administration & & Related Professions
____
____
____

Conservation
____
____
____

Building Trades
____
____
____

Sales Occupations
____
____
____

Science
____
____
____

Health Services
____
____
____

Performing Arts
____
____
____

Occupations in Agriculture
____
____
____

Social Sciences
____
____
____

Mechanics & Repairmen
____
____
____

Clerical & Related Occupations
____
____
____

Other Professions & Related Occupations
____
____
____

CONCEPT: LEARNING 3.1

TITLE: MATCHING OCCUPATIONS AND SKILLS

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Recognize how skills used in school relate to work environments.

LEVEL: 11

MATERIALS NEEDED: "Matching Occupations and Skills" Worksheet (pg. 496a), pencil or pen

PROCEDURE:

1. Give each student "Matching Occupations and Skills" worksheet.
2. Ask the students to check off skills needed for each occupation in the box in line with the skill.
3. Have each student research two occupations. Make sure that all occupations are researched and that reference books are used, such as the Dictionary of Occupational Titles (DOT) or Occupational Outlook Handbook (OOH).
4. Have students correct their matrixes as they listen to the student(s) who researched that occupation.
5. Give ample time to share occupational choices and factors that influenced the choice.

COMMENTS: The skills and occupations can already be filled in or the class can list their basic skills and the occupations they are interested in.

NATIONAL GUIDELINES:

IV.3: Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.

EVALUATION: Students will have completed the "Matching Occupations and Skills" worksheet and can identify how skills used in school relate to the work environment.

RESOURCES: Dictionary of Occupational Titles. (DOT).
Occupational Outlook Handbook. (OOH).
Jobs in Today's World. (Disk).
Schwartz, Lester and Irv Brechner. Career Tracks.
Mitchell, Joyce Slayton. College to Career: The Guide to Job Opportunities.
Career Choice Series: How To Match Your Fields of Study to Job Opportunities. (Book Series).

MATCHING OCCUPATIONS AND SKILLS
ACTIVITY SHEET

Matching Occupations And Skills

BASIC SKILLS	Following Directions	Physical Fitness	Theoretical Math	Spatial Concepts	Foreign Language	Good Vocabulary	General Science	Listening	Computing	Spelling	Drafting	Speaking	Reading	Writing	Typing
OCCUPATIONS															
Nurse															
Secretary															
Firefighter															
Scientist															
Statistician															
Dietician															
Draftsperson															
Radio Announcer															
Truck Driver															
Waiter															
Dish Washer															
Lawyer															
Police Officer															
Electrician															
Dancer															
Construction Worker															
Systems Analyst															
Biochemist															
Lineperson															
Hygienist															
Dentist															
Foundry Worker															

CONCEPT: LEARNING 3.2

TITLE: WHAT WILL I BE?

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Identify skill and personality strengths which are important in exploring career choices.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil

PROCEDURE:

1. Ask students to think about skill strengths and list school subjects they like and are good in.
2. Ask students to consider personality characteristics and answer the following questions:
   A. Are you an introvert or an extrovert?
   B. Do you work better alone or with other people?
   C. Are you a leader or a follower?
3. Have students brainstorm what type of general jobs they would enjoy and be good at, after matching skill and personality characteristics. (There will be several jobs that fit each student's general description.)
4. Have students explore the kind of schooling and experience needed for some of the jobs they selected. (By investigating careers of interest, students can find out how well their skills and personalities match specific careers.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.
I.4: Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.

EVALUATION: Students will have identified their skill strengths and personality characteristics and will have related these to the type of job they would enjoy.

RESOURCES: Barrett, James and Geoffrey Williams. Test Your Own Job Aptitude: Exploring Your Career Potential. (Assessment Instruments).
Self-Assessment: A Tool for Career Decision. (Filmstrips).

CONCEPT: LEARNING 3.2

TITLE: KNOWLEDGE OF YOURSELF

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Recognize personal values, needs, preferences and skills.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil

PROCEDURE:

1. Have students list their special skills that might influence their career choices. (Ex: favorite school subjects).
2. Discuss the fact that if one doesn't know oneself one won't know where he/she has the best chance for success. They also won't know their weaknesses, so it will be difficult to initiate change.
3. Discuss that growing people need more than awareness of their present self-images and that one needs to have some idea of who they can become in the future. Explore the idea of "future-focused role image".
4. Ask students to imagine themselves fulfilling a life task that has lasting satisfactions.
5. Then list the ways this future-focused role gives them goals and directions in life. (Ex: They may cope better with difficult subjects in school or give more effort to unexciting tasks).
6. Discuss individual student images for the future as strengths and limitations are considered.

COMMENTS: Personal knowledge gives students insights which they can weigh and match in making decisions about careers.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have discussed why it is important to be able to identify one's strengths and weaknesses and the need to define one's future role in order to plan strategies for reaching those goals.

RESOURCES: Careers and Values: Understanding the Choice. (Filmstrips)

Gale, Barry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).

Klein, Ken and Celia Unterman. Career Aptitude Tests. (Assessment Instruments).

CONCEPT: LEARNING 3.2

TITLE: YOU AND YOUR ABILITIES

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Recognize abilities and how they relate to life tasks.

LEVEL: 11

MATERIALS NEEDED: "You and Your Abilities Inventory" Worksheet (pg. 499a-499c), pencil or pen

PROCEDURE:

1. Have students fill out the "You and Your Abilities Inventory".
2. After the inventory is completed, divide into small groups and discuss abilities discovered. (may discuss multiple abilities and abilities related to career interests)
3. After discussion have each student place the inventory in their file.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have completed the "You and Your Abilities Inventory" and discussed these abilities in small groups as an exercise to help them somewhat validate these abilities.

RESOURCES: Gale, Barry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).

YOU AND YOUR ABILITIES INVENTORY

NAME: ________________________________ DATE: __________

Here is a series of questions intended to help you to discover yourself. If you answer more "yes" than "no" responses for any group of questions, you may assume that this area is probably one in which you are likely to shine - or at least one you should investigate further.

Intelligence

	YES	NO
1. Do you learn rapidly?		
2. Do you reason things out for yourself?		
3. Do you see relationships between what you learn and what you have previously learned?		
4. Do you remember what you heard or read without much effort?		
5. Do you have a large vocabulary which you are able to use easily and accurately?		
6. Do you have the ability to solve difficult mental problems?		
7. Do you ask intelligent questions?		
8. Do you have a wide range of interests or hobbies?		
9. Do you figure out original ways of doing things?		
10. Do you have knowledge of a particular field far in advance of your classmates?		
11. Do you have a mind which is alert, observant, and quick to respond to new situations?		

Scientific Ability

Because science plays such a big role in the world today and there is a renewed emphasis on scientific subjects in the schools, ability in this area is becoming increasingly important for academic success.

	YES	NO
1. Do you have an understanding of mathematics far in advance of most people in your class?		
2. Do you have a clear understanding of logical relationships?		
3. Do you have especially good eye-hand coordination?		
4. Do you spend time far beyond that required for an assignment on a subject of special interest to you?		
5. Do you have the ability to continue working on a project or experiment in spite of repeated failures?		
6. Do you want to know the causes and reasons for things which happen?		
7. Do you spend a great deal of time on special projects, such as constructing a radio or phonograph, or making a telescope?		
8. Do you read scientific literature and find satisfaction in thinking about and discussing scientific inventions, discoveries, or events?		

General Creative Ability

Some people are endowed with the ability to think creatively, originally. They are the ones responsible for varied aspects of our progress -- social, scientific and cultural.

They are the "idea" people, and the fruits of their creativity may blossom in industry, science, art, writing, drama, or music. The creative person may invent something entirely new, design a building, or paint a masterpiece. Leonardo da Vinci did all three. But, he was unusual. Most of us would be glad to excel in any one area. Answer the questions below to see whether you may be hiding some creative talents.

	YES	NO
1. Are you the kind of person who is likely to have new ideas on many subjects?		
2. Are you the kind of person who invents things or creates original stories, essays, plays, poems, tunes, or sketches?		
3. Are you the kind of person who can use materials, words, or ideas in original ways?		
4. Are you the kind of person who sees flaws in methods or procedures and can suggest better ways of doing things?		
5. Are you the kind of person who experiments with new methods or ideas?		
6. Are you the kind of person who is flexible and open-minded; changes his/her mind if necessary; is not afraid of new ideas?		

Artistic Talent

	YES	NO
1. Do you enjoy drawing or painting?	____	____
2. Do you usually choose a subject, technique or composition different from those most students select?	____	____
3. Do you have some kind of artistic performance as a hobby?	____	____
4. Do you use art as a means of expressing your feelings or reactions?	____	____
5. Do you feel an interest in other people's artwork? Do you appreciate, criticize, and learn from it?	____	____
6. Do you like to model clay, carve, or produce other kinds of three-dimensional art?	____	____
7. Do you produce pictures, designs, or objects which other people (particularly those competent to pass discriminating judgment) admire?	____	____

Dramatic Talent

	YES	NO
1. Are you able to use your speaking voice effectively to reflect changes in mood or action?	____	____
2. Are you able to shift into the personality of the character you are trying to represent?	____	____
3. Are you able to produce a desired effect on an audience, and elicit their applause and appreciation?	____	____
4. Are you able to communicate feelings by means of facial expression, gestures, and movement?	____	____
5. Are you able to dramatize your feelings and experiences?	____	____
6. Are you able to mimic or imitate others successfully?	____	____
7. Are you able to win the praise of competent judges of dramatic performance?	____	____

Musical Talent

	YES	NO
1. Do you have an exceptionally good voice? Do other people regularly ask you to sing, and do they express enjoyment when they hear you?	____	____
2. Do you have advanced training in singing, or in playing a musical instrument?	____	____
3. Do you perform in an organized musical group?	____	____
4. Are you very interested in musical performance -- vocal or instrumental?	____	____
5. Are you willing to practice intensively in order to perfect the talent you have?	____	____
6. Have you, in the opinion of a competent judge, musical talent far above that of most persons?	____	____

Persuasive Ability

Another ability which plays an important part in your life may be called "the power of persuasion". It is a combination of physical, mental, and personality traits which enables certain people to perform successfully as courtroom lawyers, political debaters, or salespeople. It adds up to the ability to move someone to action, whether that action is to buy a magazine subscription or to vote for a presidential candidate. The power to persuade may show up in your ability to win a debate, or sell a hostile housewife a brush which will groom the family's cocker spaniel. Persuasive ability is measured by how effective one is in selling a product or an idea to other people.

	YES	NO
1. Are you good at selling things?	____	____
2. Are you good at making your points in a discussion?	____	____
3. Are you good at debating?	____	____
4. Are you good at persuading friends, classmates, or members of your family to do something you feel should be done?	____	____
5. Are you good at getting people to carry out their jobs on committees or in other groups projects?	____	____

Physical Skills

These are the skills which are represented by your ability to do things requiring strength, coordination, and endurance. Physical ability usually is immediately evident in gym class or on the playing field or in the swimming pool. You usually know when you are good, and it's no secret to the members of your class, either. At any rate, here are some questions which will verify what you know about your physical skills.

	YES	NO
1. Do you have a great deal of energy and require considerable exercise to be happy?	____	____
2. Do you enjoy participating in highly competitive games?	____	____
3. Do you have a reputation as an outstanding performer in one or more competitive sports?	____	____
4. Do you like outdoor sports, hiking, and camping?	____	____
5. Do you usually win races in which you compete?	____	____
6. Do you have unusually good physical coordination?	____	____
7. Do you spend a lot of time swimming or playing basketball, tennis, football, baseball?	____	____

Manual Dexterity

Manual dexterity is another skill that shows up only indirectly in your school activities. It involves the coordination of the movements of your arms, hands, and fingers in doing various tasks. In one test measuring this skill, for example, the test-taker must insert pegs in two columns of holes, first with one hand, then with the other, then using both hands together. Then he/she must assemble pins, washers, and collars and insert them in the holes. The number of tasks he/she completes during a certain time period indicates the dexterity with which he/she can use his/her arms, hands, and fingers.

Manual dexterity is important in many semiskilled factory jobs, such as those done by various types of packers and assemblers. It is also important in many mechanical, professional, and clerical jobs. The surgeon, the auto mechanic, and the typist, for example, would not be very successful at their jobs if they were "all thumbs". Although they need other abilities too, manual dexterity is helpful in their work.

	YES	NO
1. Are you good at putting things together, such as puzzles or objects with several parts?	____	____
2. Are you good at craft projects where you must work with delicate materials or tiny parts?	____	____
3. Are you good at operating machines such as movie projectors?	____	____
4. Are you good at working with mechanical gadgets such as motors?	____	____
5. Do you like assembling objects with many small parts, such as model ships or planes?	____	____
6. Do you like to build things that require painstaking work?	____	____

CONCEPT: LEARNING 3.3

TITLE: HIGH SCHOOL COURSEWORK DEVELOPS CAREER SKILLS

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Identify the specialized skills and/or knowledge required by a particular occupation and what high school courses contribute to developing these skills.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students select an occupation which appeals to them right now.
2. Identify the specialized skills required for their selected occupation.
3. Then have students list those high school courses that will help prepare them for this occupation.
4. Have each student report to the rest of the class.
5. Have students discuss what contributions each of their high school classes makes to their future careers.
6. Have students identify and discuss activities outside the classroom and how they contribute to career preparation. (Ex. Clubs, organizations, athletics, hobbies, offices held in organizations, etc.)

COMMENTS: Include: Academics, leadership, cooperation, communication and interpersonal relationship skills. Follow-up with the next activity "Postsecondary Career Skill Development".

NATIONAL GUIDELINES:

IV.1: Demonstrate the application of academic and vocational skills to the achievement of personal goals.

EVALUATION: Students will have selected an occupation, identified specific skills for that occupation, and identified high school courses most important in preparing for that occupation.

RESOURCES: Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Career Directions. (Assessment Instruments).

CONCEPT: LEARNING 3.3

TITLE: POSTSECONDARY CAREER SKILL DEVELOPMENT

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Identify postsecondary institutions which provide instruction to develop career skills.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students select a career (may use the career they selected in the last activity or a different one if they are unsure or are trying to decide between different careers).
2. Have students list institutions which provide this training and/or skill development. (Limit to in-state to help reduce the complexity and lend to better depth of analysis of programs. As a follow-up activity, this may be extended to out-of-state.)
    A. Name of School or training facility
    B. Location of School
    C. Length of program
    D. Cost (tuition, books, housing)
    E. Certificate, credential or degree earned upon completion
    F. How to apply for training
    G. Admission requirements
    H. Types of classes you will take
    I. Placement assistance after completion of program
3. Have students report on their selected career. Where (in NE) can they obtain further training (all choices available) and what each institution requires within their program.
4. Ask students to select the institution that provides the program that they believe best meets their needs and state why or how it meets their needs.

COMMENTS: This activity should directly follow the activity "High School Coursework Develops Career Skills" so the theme will continue on into postsecondary analysis.

NATIONAL GUIDELINES:

IV.8: Formulate educational plans that reflect continued learning directed toward achieving career goals.

EVALUATION: Students will have identified post high school training needed for their selected career, the cost, location and procedure for obtaining the needed preparation.

RESOURCES: College Catalogs and brochures from:

Two-year, four-year & proprietary schools, internship and apprenticeship training programs.

"In Nebraska: A Career Opportunity Guide". (Newspaper--see Books).

Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).

CONCEPT: LEARNING 3.3

TITLE: SEEKING INFORMATION FOR THE FUTURE

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Explore information sources for career clusters.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students brainstorm resources for finding information they need to plan for a career and for finding out what a career is like. Have students include books, people, schools, places of business, interest and ability tests, etc.
2. Have students list three or more careers they are interested in.
3. From the brainstorm list, have students write down the resources related to their three career choices.

COMMENTS: This activity could be followed up by having students check into information for the career they are most interested in and discussing what they have found and how it effects their interest in that career.

NATIONAL GUIDELINES:

VI.2: Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

EVALUATION: Students have identified resources related to careers of interest.

RESOURCES: Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Career Directions. (Assessment Instruments).

CONCEPT: LEARNING 3.4

TITLE: DECISION MAKING PROCESS

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Identify the steps in decision making.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:
Discuss with students steps in the decision making process.

1. Felt difficulty
2. Recognize the problem
3. Identify and define the problem
4. Select alternatives for solving the problem
5. Predict consequences for each alternative
6. Develop a plan for solving the problem
7. Take action toward solving the problem
8. Follow through on activities needed to solve the problem
9. Evaluate progress toward solving the problem
10. Identify alternative activities needed to complete the solving of the problem
11. Identify consequences of alternative activities
12. Select best alternative activities to facilitate the solving of the problem
13. Evaluate and reevaluate throughout the process until the problem is solved
14. Once the problem is solved, accept the responsibility and the consequences
15. Evaluate the entire process.
    - A. What was a good choice?
    - B. What was not the best choice?
    - C. What would you do differently next time?
    - D. What choices did you make out of mere habit?
    - E. What choices were well thought out?

COMMENTS:

NATIONAL GUIDELINES:
IX.2: Accept responsibility for the consequences of decisions.
IX.8: Identify alternate courses of action in a given decision-making situation.

EVALUATION: Students will be able to explain the decision making process, the kind of information needed for decision making and the procedure for each decision making step.

RESOURCES: Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).
Decision Making and Problem Solving. (Disk).

CONCEPT: LEARNING 3.4

TITLE: PERSONAL DECISIONS

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Identify examples of personal decisions.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Discuss - What is a decision?
   Discuss - What is the meaning of "consequences"?
2. Have students give an example of a personal decision they have made recently.
3. Have students explain the logic of their decision.
4. What were some alternatives to the decision and what might have been the consequences of those alternatives. (Bring to the level of awareness within the discussion the importance of personal attitudes and values and how they affect the individuals decisions.)
5. Divide students into small groups of 4-5 each and have them engage in a decision making discussion on a current concern. (Identify each step of the decision making process as they work through this activity.) (Use a concern that is presently under discussion among students, teachers and/or the community. It may be a personal, a school, a community, state, or national concern.)

COMMENTS: Precede this activity with the steps of the "Decision Making Process".

NATIONAL GUIDELINES:

IX.11: Predict the effect one's career decisions may have on significant others and life styles.

EVALUATION: Students will have described a decision, consequences and alternatives. They will have worked through a current concern, identifying each step of the decision-making process related to that concern.

RESOURCES: Kolodny, Nancy et al. Smart Choices.
How to Make Good Decisions. (Filmstrips).
Dilemma. (Game).

CONCEPT: LEARNING 3.4

TITLE: PLANNING ONE'S LIFE

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Demonstrate skills in making educational decisions and choosing alternatives in planning one's life.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students identify the decisions that will be facing them next year (when they graduate from H.S) citing alternatives available.
   - A. Deciding on further schooling, training, military, or job.
   - B. Deciding where to live - home, dorm, etc.
   - C. Decisions about how to finance further training, schooling and/or expenses related to starting a job etc.
2. After students have outlined the decisions that will face them in the next year have them extend this plan to the next 5 years and ask them to anticipate decisions that may face them during that period of time with some of the possible alternatives.
   - A. More education and/or training
   - B. Decisions about marriage & family
   - C. Decision about life style --
     1. the rural life
     2. the urban life
     3. single or dual career family
     4. being involved in social, political & business organizations and events
     5. employment which requires frequent moves
     6. employment with a lot of travel or none
     7. employment with growth in clientele or opportunity for advancement
3. Discuss the idea that not everyone makes the same decisions at the same time and that many of these decisions occur and reoccur throughout one's lifetime.

COMMENTS:

NATIONAL GUIDELINES:
IV.6: Demonstrate positive work ethics and attitudes.

EVALUATION: Students will have identified decisions they believe they will have to make during the coming year with some possible alternatives. They will have extended this activity for a 5 year period and discussed how this decision making activity continues regularly throughout life.

RESOURCES: Life Goals: Setting Personal Priorities. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: HOW I SEE MYSELF

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Recognize how attitudes influence relationships, behavior, one's appearance and emotional status.

LEVEL: 11

MATERIALS NEEDED: "Personality Checklist" (pg. 506a), pencil, paper

PROCEDURE:

1. Have students complete the "Personality Checklist" keeping in mind that they are giving only general answers since all persons are a mix of fluctuating feelings and attitudes.
2. After the checklists are completed, have students choose one statement from each of the six areas and use the statements as a basis for writing a paper describing "How I See Myself Now". (As much as possible they should address both the positive and negative aspect of their behavior.)
3. Ask students to discuss their papers.
4. Discuss the importance of self-assessment and the need for periodic self-assessment throughout life.

COMMENTS: Emphasize: Be honest with yourself. Be kind, generous and realistic. (Everyone has strengths and likewise everyone has weaknesses).

NATIONAL GUIDELINES:

V.3: Demonstrate a positive attitude toward work as an integral part of one's life.

V.5: Demonstrate responsibility for work attitudes and habits in education and work situations.

EVALUATION: Students will have completed the "Personality Checklist" and written a paper describing how they see themselves and discussed the importance of honest realistic self-assessment.

RESOURCES: Johnson, Helen. How Do I Love Me?
Varenhorst, Barbara. Real Friends: Becoming the Friend You'd Like to Have.
As Others See You: Creating A Reputation. (Filmstrips).

PERSONALITY CHECKLIST
(accentuate the positive)

GENERAL APPEARANCE	No	Sometimes	Yes
1. I am happy with my looks.			
2. I am happy with my figure or physique.			
3. I am happy with my height.			
4. I look all right in my clothes.			
5. I am neat in appearance.			

EMOTIONAL CHARACTERISTICS	No	Sometimes	Yes
1. I "act up" when things do not go my way.			
2. I easily feel "down".			
3. I get sulky or angry when I lose a game.			
4. I easily have pity for myself.			
5. I cry or get angry over small things.			
6. I swear at others or call them names.			

MANNERS	No	Sometimes	Yes
1. I am courteous to others.			
2. I am considerate of the feelings of other people.			
3. I am courteous to members of my family.			
4. I listen when others are talking and do not interrupt.			

PARENTAL RELATIONSHIPS	No	Sometimes	Yes
1. I talk with my parents.			
2. I listen when my parents talk.			
3. My parents listen to my point of view.			

GENERAL STYLE OF BEHAVIOR	No	Sometimes	Yes
1. I am shy.			
2. I have a need to seek attention by others.			
3. I am the "bossy" type.			
4. I let others push me around.			
5. I daydream when I am supposed to be paying attention.			
6. I am a "show-off".			
7. I make excuses for my mistakes.			
8. I enjoy teasing and upsetting others.			

CHARACTER TRAITS	No	Sometimes	Yes
1. I am reliable when I make promises.			
2. I am honest.			
3. I respect the opinions and beliefs of others.			
4. I respect the property of others.			
5. I take the initiative to make new friends.			

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: ATTITUDES CAN HIGHLIGHT CAREERS

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Recognize attitudes which can be beneficial in career assessment.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students take a sheet of paper and draw two vertical lines dividing the paper into three columns.
2. Ask students to list their favorite activities in the column on the left side of the paper.
3. In the center column, have students identify jobs that this activity could lead to.
4. In the column on the right side of the paper, ask students to indicate their attitude toward the activity and the job it could lead to.
5. When students have completed their sheets, discuss the activities and jobs identified.
6. Ask students to express what new knowledge (particularly about themselves) they discovered.

COMMENTS:

NATIONAL GUIDELINES:

V.6: Demonstrate positive work ethics and attitudes.

EVALUATION: Students will have identified their attitudes toward activities in which they presently participate and relate both the activity and the attitude to possible jobs.

RESOURCES: Career Directions. (Assessment Instruments).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: HOW ATTITUDES INFLUENCE BEHAVIOR

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Evaluate personal attitudes related to work.

LEVEL: 11

MATERIALS NEEDED: "Work Attitude Form" (pg. 508a), pencil or pen

PROCEDURE:

1. Discuss how attitudes influence success in school and in the workplace. (Attitudes toward reality, authority and learning are especially important.)
2. Have each student complete the "Work Attitude Form" in relation to school work.
3. Ask students to select one worker on the job and observe this person closely for these work attitudes.
4. Have each student imagine that he/she is that particular worker and complete a second "Work Attitude Form" in relation to his/her "New" work role.
5. Ask each student to compare and note likenesses and differences in the two completed "Work Attitude Forms" and what attitudes are alike and different.
6. Discuss the outcomes of the attitude rating scale findings.

COMMENTS: May discuss attitudes toward authority. (There will always be some people with authority over you. It is important that you do not let your attitude toward authority distract you from your goals.)

NATIONAL GUIDELINES:

V.3: Demonstrate a positive attitude toward work as an integral part of one's life.
V.5: Demonstrate responsibility for work attitudes and habits in education and work situations.

EVALUATION: Students will have completed two "Work Attitude Forms" - one about school and one about their perceived work role. They will have identified likenesses and differences and discussed how and why these are alike or different.

RESOURCES: Job Survival Skills. (Workbook).
Job Survival Series. "Work Habits for Job Success"; "Personal Habits for Job Success". (Disks).
Kaufman, Debra. Essential Social Skills. (Activity Book).
Churchill, Richard and Linda. Managing Yourself. (Activity Book).
Brewner, Margaret et al. Life Skills Attitudes in Everyday Living. (Worktext).

WORK ATTITUDE FORM

Name: ______________________________ Date: __________

ATTITUDES	RATING SCALE									
		Always							Never	
1. I begin work promptly.	1	2	3	4	5	6	7	8	9	10
2. I make good use of my time.	1	2	3	4	5	6	7	8	9	10
3. I meet responsibilities promptly.	1	2	3	4	5	6	7	8	9	10
4. I am on time.	1	2	3	4	5	6	7	8	9	10
5. In group planning, I volunteer.	1	2	3	4	5	6	7	8	9	10
6. I am courteous to co-workers.	1	2	3	4	5	6	7	8	9	10
7. I am always prepared.	1	2	3	4	5	6	7	8	9	10
8. I make an effort in all assigned tasks.	1	2	3	4	5	6	7	8	9	10
9. I am dependable.	1	2	3	4	5	6	7	8	9	10
10. I am well-groomed.	1	2	3	4	5	6	7	8	9	10
11. I control my temper.	1	2	3	4	5	6	7	8	9	10
12. I respect the rights of others.	1	2	3	4	5	6	7	8	9	10
13. I work well alone.	1	2	3	4	5	6	7	8	9	10
14. I follow directions willingly.	1	2	3	4	5	6	7	8	9	10

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: WORK, CHANGE AND FUTURE SOCIETY

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Using a creative thinking project to determine what future living and working conditions are likely to be.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Review with students the changes in living and working during the past twenty years (Ex. Cable TV, VCR, microwave cooking, space travel, computers, etc.) and how the changes have affected the world of work.
2. Have students discuss their ideas concerning what life will be like twenty years from now. (Using the progress of the last twenty years, have students predict the kind of progress they might expect in the next twenty years and how these might affect the world of work.)
3. Divide into small groups and have students select one of the following and describe what these will be like in the next twenty years:
   - A. Work & Working Conditions
   - B. Scientific Advancements
   - C. Entertainment
   - D. Transportation
   - E. Population
   - F. Where You Live
   - G. Income Level
   - H. Living Conditions
   - I. Education/ Training
   - J. Friends
   - K. Family Structure
   - L. Clubs And Recreation

COMMENTS: This activity should be followed by the next two activities which move to a focus on the individual and their own future.

NATIONAL GUIDELINES:

XII.1: Develop career plans that include the concept that a changing world demands lifelong learning.

EVALUATION: Students will have identified technological and societal changes over the past 20 years and selected an area (A-L) to predict how these might change during the next 20 years. They will have their predictions ready for the next activity.

RESOURCES: The movie "Future Shock" is available on video tape and on 16 mm film as a possible review activity.

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: FUTURE SHOCK - A PREDICTION

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Examine predictions of the future that were made in the past.

LEVEL: 11

MATERIALS NEEDED: "Future Shock" - video tape or 16 mm movie

PROCEDURE:
1. Have students view the movie "Future Shock".
2. Ask students to review their own predictions of the future. (From "Work, Change And Society Activity)
3. Have students compare their predictions of the future with those in the film.
    A. Are the predictions similar? Which ones?
    B. Are the predictions markedly different? Which ones are different and how are they different?
    C. Who's predictions are most likely to happen? On what basis can you defend your predictions?

COMMENTS:

NATIONAL GUIDELINES:

XII.4: Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.

EVALUATION: From the previous activity students will have ready their predictions of life during the next 20 years. After viewing the film "Future Shock" they will have identified changes cited in the film and compared those to their own predictions.

RESOURCES: Future Shock. (Video/16mm film).

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: YOUR PERSONAL FANTASY OF YOUR FUTURE

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Examine ideas about future lifestyles as they relate to the world of work.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Tell students that they are going to take a trip into their own future. Ask them to relax and close their eyes as they begin the trip.
2. Give students the following directions for their trip:
   - A. Imagine yourself waking in the morning. Look around the room. What is it like? Note color, size, decoration, etc. Who are you with?
   - B. Now start to get ready for the day's activities. What do you do? (Shower - what does it look like?) How do you dress - what do your clothes look like? What and where do you have breakfast? Who prepares it? Who eats with you?
   - C. If you work outside of your home, how do you get to work? If you drive a car, what is it like? What does your home look like? (House, apartment, lawn, yard)
   - D. When you get to work, look at the building. What does it look like? How do others at work treat you? Are you the boss or is someone else the boss? When you take your morning break, what do you do?
   - E. If you work in your home, what do you do? Who is working with you?
   - F. At lunch where do you eat? With whom? How long is your lunch break?
   - G. While you are working, do you do a series of different things or do you do the same things repeatedly?
   - H. Do you have an afternoon break? If so, what do you do during this break? Are you with anyone? Who?
   - I. As you complete your work day, how do you feel? Has it been a productive day? Do you feel good about your work?
   - J. Do you have your evening meal at home or do you go out? If you have your evening meal at home, what is the menu and how is it prepared?
   - K. What do you do after the evening meal? Is this the usual activity or is this a night out?
   - L. As you prepare for bed, what do you think of your day? The people you were with? The people you are with now, if any? What kind of future do you see ahead for yourself?
3. Ask students to make notes of this fantasy. Then ask them to share their fantasy with others. Have students save their notes for the activities in the next session.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have an outline/narrative of what they perceive their individual future will be like.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: SHARING AND DISCUSSING OUR FANTASIES OF THE FUTURE

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Review concepts of their own future as fantasized in "Your Personal Fantasy Of Your Future" exercise and the other class members ideas of the future.

LEVEL: 11

MATERIALS NEEDED: Students and class notes from the two previous activities

PROCEDURE:

In small discussion groups within the class, ask students to discuss the following questions:

1. How does your fantasy fit into your concept of the future society?
2. Are there inconsistencies? What are they?
3. Compare your view of your future work life and your future personal life. Do you think this day is realistic for you?
4. What about this day is different from your life now?
5. What about this day is like your life now?
6. What factors in your future fantasy are most important to you? Why?
7. What factors in your future fantasy are least important to you? Why?
8. Do you think the future generally will be much like the present society or will it be radically different? Why?

COMMENTS:

NATIONAL GUIDELINES:

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students will have compared their individual perceptions of their future to the predictions of technological and societal changes and those from the "Future Shock" film. They will have cited and discussed similarities and differences.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: PERSONALITY TYPES

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Identify characteristics associated with personality types.

LEVEL: 11

MATERIALS NEEDED: Myers-Briggs Type Indicator
(or may use some other personality assessment instrument)

PROCEDURE:

1. Have students take the Myers-Briggs Type Indicator (or another personality assessment).
2. Score and develop profiles from the assessment.
3. Discuss the meanings of the elements measured by the personality inventory according to the accompanying manual for the selected inventory.
4. Have students discuss whether the assessment and interpretation is in their opinion like them or not like them.

COMMENTS: Compare the profile from this exercise to the profile from

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have completed the Myers-Briggs Type Inventory, discussed characteristics of the different types and determined those characteristics which are "like" them and which are not.

RESOURCES: Keirsey, David and Marilyn Bates. Please Understand Me. (Assessment Instruments).
Mamchur, Carolyn. Insights: Understanding Yourself and Others.
Myers-Briggs Type Indicator Manual. (Assessment Instruments).
Kroeger, Otto and Janet M. Thuesen. Type Talk.

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: MY PERSONALITY

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Examine personality characteristics of self and others.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list on a piece of paper 10 personality traits they would like to have. (Students can list traits they already have if they like them.) Students need not necessarily show their lists to other classmates.
2. Have students pick one trait they do not have that they think they would like to have.
3. Have students share and discuss why they would like to have this trait. If they then decide they would really like to acquire this trait, have them develop a plan to practice developing this trait.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.4: Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.

II.6: Demonstrate skills in expressing feelings, reactions and ideas in an appropriate way.

EVALUATION: Students will have identified traits they would like to develop, why they would like to develop them and ways in which they can develop these traits.

RESOURCES: Rowe, Jon et al. The New Model Me. Developing As A Person. (Activity Book).

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: FOOD AND TV

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Examine television food advertisements and their influence on our eating habits and attitudes toward foods.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students observe food commercials on TV for a week.
2. Ask students to record the following information for 5 food commercials and bring to class
   - A. The time the commercial in on
   - B. The food advertised
   - C. The company name
   - D. Claims made for the food
   - E. Name of celebrity or organization endorsing the product
   - F. Did the product appeal to you?
   - G. Would you buy it?
   - H. What influenced your decision? (either to buy or not to buy)
3. Have students form small groups and discuss their findings and their opinions.
4. Questions which may aid their discussion:
   - A. Is it important to know what is in the food?
   - B. What effect do certain foods have on our physical bodies, our behavior, our emotions? (Ex. salt, sugar, caffeine, fats, foods high in cholesterol, etc.)
   - C. What are fast foods? Are fast foods OK to eat?
5. As a total group have students discuss the pattern for TV commercials?
   - A. What time of day do they most often appear?
   - B. What age group do they appeal to?

COMMENTS: This activity may also be conducted in a Consumer Business or Home Economics Class.

NATIONAL GUIDELINES:

III.2: Describe the effect of emotional and physical health on one's behavior and career-related decisions.

III.6: Exhibit behaviors that are important in maintaining good physical and mental health.

EVALUATION: Students will have-identified the kind of appeals advertisers use to sell food products and to what age group.

RESOURCES: Television.
Simon, Nissa. Don't Worry, You're Normal: A Teenager's Guide to Self-Health.
Values in America. (Filmstrips).

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: PERSONAL PREFERENCES IN WORK

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Identify work preferences and integrate them into personal lifestyles.

LEVEL: 11

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students develop a list of work-related preferences which include such things as:
    - A. Risk Taking
    - B. Decision Making
    - C. Creativity
    - D. Security
    - E. Independence
    - F. Mobility
    - G. Variety
    - H. Equitable pay
    - I. Prestige
    - J. Supervision of others
    - K. Structure
    - L. Leadership
    - M. Mental stimulation
    - N. Accomplish tasks
2. Discuss the meanings of the work preferences and give examples for each.
3. Have students rank their individual preferences from the list - high, medium or low - for each work preference listed.
4. Make a tally list of the preferences for the class.
5. Discuss reasons students give for ranking their preferences.
6. Have students identify an occupation they are now considering or are interested in and ask them to rate (high, medium or low) each work preference that is needed for that occupation.
7. Have students compare their list of work preferences to the list of preferences needed for the jobs they are interested in.
8. After comparing these two lists, discuss the following questions:
    - A. Are there similarities between your personal work preference ratings and the occupational work preference ratings?
    - B. Are there major differences between these ratings?
    - C. Why is it necessary to have personal work preferences which are compatible with job work preferences?

COMMENTS:

NATIONAL GUIDELINES:

V.2: Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

EVALUATION: Students will have discussed their work preferences and determined how well these relate to the jobs in which they may be interested.

RESOURCES: The New Independent Living Series. (Filmstrips).
Bolles, Richard. The 1989 What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers.

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: CHANGES IN LIFESTYLE

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Examine lifestyle changes that may occur in life.

LEVEL: 11

MATERIALS NEEDED: "Situations That May Change Life-Style" Handout (pg. 517a)

PROCEDURE:

1. Divide students into groups.
2. Give each student a "Situations That May Change Life-Style" handout.
3. After studying the handout, have groups discuss how each situation will cause change.
4. Students can compare results with other groups.

COMMENTS:

NATIONAL GUIDELINES:

I.5: Demonstrate an understanding of environmental influences on one's behavior.
X.2: Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.

EVALUATION: Students will have discussed and predicted how situations may change one's lifestyle and/or career direction.

RESOURCES: The New Independent Living Series. "Lifestyle Changes". (Filmstrips).
Simon, Sidney. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Activity Book).
Auction. "Lifestyle". (Game).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).

SITUATIONS THAT MAY CHANGE LIFE-STYLE

1. A physician receives $100,000 tax free.
2. A salesperson is transferred from Colorado to Alabama.
3. A police officer's spouse, who was not working, takes a position as an advertising agent. (It might be interesting to have the students identify which spouse is male and which one is female.)
4. An accountant trainee's wife gives birth to triplets.
5. An auto mechanic loses his/her job, the only family income.
6. A loader is promoted to dock foreman.
7. A teacher's youngest child graduates from high school.
8. A fruit farmer loses the year's crop due to a late freeze.
9. A lawyer has an accident which results in a $10,000 medical bill.
10. A computer operator receives a salary increase and is now earning $25,000 per year. The operator's spouse decides to terminate work. The spouse has been earning $20,000 per year.

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: ADOPTING TO NEW LIFE STYLES

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Explore different lifestyles.

LEVEL: 11

MATERIALS NEEDED: "Do Without List" worksheet (pg. 518a), pencil or pen

PROCEDURE:
1. Have students fill out the "Do Without List" worksheet.
2. After completing the list, have students form groups and discuss their results and decide who would be best suited to living and working in this situation.
3. Have each student decide whether or not they could function in this environment.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

I.5: Demonstrate an understanding of environmental influences on one's behavior.

EVALUATION: Students will have rank ordered those things they could do without and discussed how their lifestyle would be different without them.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
Simon, Sidney. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Activity Book).
Nordberg, Robert. Coping With Changing Values.
Values in America. (Filmstrip).

DO WITHOUT LIST

If you were to go to a rural community which is isolated, including no roads, which of the following things would you be most able to do without? List the things in rank-order of your ability to do without.

______ Automobile

______ Your own home furnishings and home

______ Telephone

______ Television

______ Shopping Center

______ Recreational Facilities

______ Beauty/Barber Shop

______ Concerts/Plays

______ Churches/Clubs

______ Hospitals/Doctors/Dentist

______ Visits With Relatives

______ Liquor Stores/Bars

______ Library/Book Shops

______ Social relationships with special friends

Now rank the following items which you would find most frustrating.

______ Not getting mail every day

______ Doing without fresh produce, eggs, bakery products

______ Living next door to the boss

______ Having the water freeze/or contaminated

______ Getting the newspapers several days late

______ Waiting and waiting and waiting for meetings to start which are scheduled on relaxed country time

______ Doing without electricity for several days

______ Not being able to spend much time outdoors for a week or more because of extreme weather

______ Being sick and receiving attention from a medical aide instead of a physician

______ Not understanding people who are speaking another language around you

______ Having to use a bucket when the plumbing doesn't work/or no plumbing

______ Having to feed and house strangers who arrive unexpectedly

______ Not being able to escape from the people you work with at the end of the day or week

CONCEPT: CAREER 3.1

TITLE: JOB SIMILARITIES AND DIFFERENCES

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Identify the similarities and differences between jobs, using "Job Features".

LEVEL: 11

MATERIALS NEEDED: Paper, pencil

PROCEDURE:

1. Provide students the following list of "Ways Jobs Differ":
   - PERSON/NUMBER/THING ORIENTATION
   - INDOOR/OUTDOOR ORIENTATION
   - EMOTIONAL/INTELLECTUAL/PHYSICAL DEMANDS
   - FLEXIBLE/INFLEXIBLE WORKING HOURS
   - WORKING WITH OTHERS OR ALONE
   - TRAINING REQUIREMENTS
   - ROUTINE/CREATIVE WORK
2. Have students choose two jobs they are considering as a career which are in different fields.
3. Have students note the jobs at the top of a sheet of paper. Then have them divide the paper into two columns headed "Similarities" and "Differences".
4. Have students list the features that are common to both jobs and those that are different.
5. Ask students to discuss:
   A. How can knowledge of job features help you in your career explorations?
   B. Which job features are important to you? Why?
   C. What job features appear to be most important in showing differences between the two occupations?
   D. What job features do both occupations share?
6. Now have students label these jobs as they see them -- male (M), female (F), both (MF). Then continue the discussion.
   A. Do any of the job features appear to be traditionally preferred by one sex?
   B. Does a stereotyped feature tend to stereotype the job as a whole? Why or why not?
   C. How do you think these traditional orientations developed?

COMMENTS:

NATIONAL GUIDELINES:

V.2: Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

EVALUATION: Students identified "Similarities" and "Differences" between two careers in which they are interested and discussed whether the careers have been traditionally male or female and why.

RESOURCES: Crystal, John and Richard Bolles. Where Do I Go from Here With My Life?. (Workbook).

Wright, John. The American Almanac of Jobs and Salaries: 1987-88 Ed.

Career Education Posters. (Posters).

CONCEPT: CAREER 3.1

TITLE: SELECTING A CAREER

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Implement occupational resources in the process of career selection.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Explain that a career cluster is a group of occupations that are similar in nature. (Each cluster may include hundreds of occupations.) The cluster system helps students identify jobs that match their general area of interest.
2. Instruct students to use the OOH, GOE or DOT to research a career cluster of interest and answer the following questions:
   - A. Which careers in the cluster require a high school education?
   - B. Which careers call for more technical training or a college degree?
3. Have students select a career and write a summary of the nature of the work, the qualifications, the salary, the chances for advancement and the future outlook.

COMMENTS:

NATIONAL GUIDELINES:

VI.3: Develop a career resource indentification plan that reflects the ability to locate, evaluate, and interpret career information.

VI.4: Use various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).

EVALUATION: Students will have selected a career and compiled information regarding the tasks performed, preparation required and future outlook for that career.

RESOURCES: Occupational Outlook Handbook. (OOH).
Guide for Occupational Exploration. (GOE).
Dictionary of Occupational Titles. (DOT).
Working Today and Tomorrow.
Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).
Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Career Directions. (Assessment Instruments).

CONCEPT: CAREER 3.1

TITLE: DO SOMETHING YOU LOVE TO DO

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Identify areas in school that can be related to the community, work and lifestyle.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list things which bring satisfaction and pride in achievement that keep them absorbed in what they are doing (ex. Reading, working, softball, walking, etc.).
2. Have students mark the items on their lists that interest them in school, outside of school, at home or at work.
3. Have students mark items they will use after they are out of school.
4. Have students discuss:
   - A. Do something that makes you glad to be alive.
   - B. Do something you love to be doing.
   - C. Do something you'd do for nothing.
   - D. What career would you choose and do for nothing.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students identified areas of life they enjoy that can be used throughout their lifetime.

RESOURCES: Kennedy, Joyce Lain. Career Book.

CONCEPT: CAREER 3.1

TITLE: SELECTING A CAREER

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Implement occupational resources in the process of career selection.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Explain that a career cluster is a group of occupations that are similar in nature. (Each cluster may include hundreds of occupations.) The cluster system helps students identify jobs that match their general area of interest.
2. Instruct students to use the OOH, GOE or DOT to research a career cluster of interest and answer the following questions:
   A. Which careers in the cluster require a high school education?
   B. Which careers call for more technical training or a college degree?
3. Have students select a career and write a summary of the nature of the work, the qualifications, the salary, the chances for advancement and the future outlook.

COMMENTS:

NATIONAL GUIDELINES:

VI.3: Develop a career resource indentification plan that reflects the ability to locate, evaluate, and interpret career information.

VI.4: Use various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).

EVALUATION: Students will have selected a career and compiled information regarding the tasks performed, preparation required and future outlook for that career.

RESOURCES: Occupational Outlook Handbook. (OOH).
Guide for Occupational Exploration. (GOE).
Dictionary of Occupational Titles. (DOT).
Working Today and Tomorrow.
Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).
Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).
Career Directions. (Assessment Instruments).

CONCEPT: CAREER 3.1

TITLE: DO SOMETHING YOU LOVE TO DO

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Identify areas in school that can be related to the community, work and lifestyle.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students list things which bring satisfaction and pride in achievement that keep them absorbed in what they are doing (ex. Reading, working, softball, walking, etc.).
2. Have students mark the items on their lists that interest them in school, outside of school, at home or at work.
3. Have students mark items they will use after they are out of school.
4. Have students discuss:
   - A. Do something that makes you glad to be alive.
   - B. Do something you love to be doing.
   - C. Do something you'd do for nothing.
   - D. What career would you choose and do for nothing.

COMMENTS:

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students identified areas of life they enjoy that can be used throughout their lifetime.

RESOURCES: Kennedy, Joyce Lain. Career Book.

CONCEPT: CAREER 3.2

TITLE: IDENTIFYING NON-TRADITIONAL JOBS

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Identify non-traditional jobs for females and males.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students identify ten (10) jobs which are non-traditional for females.
2. Have students identify ten (10) jobs which are non-traditional for males.
3. Ask students to volunteer to work a few hours or a day at one of the jobs they have identified (if possible).
4. Have students select one of the ten jobs they have identified that would be non-traditional for them. Then have them research it to determine if they or other members of their sex could be employed in that job by analyzing the skills required for the job. Consider the following:
    - A. The activities of the job.
    - B. The skills necessary to carry out each activity.
    - C. The training and/or experience needed to develop each skill.
5. Have students discuss the following questions from their research:
    - A. What are the most important qualities or skills for the job?
    - B. Are any skills sex-related (that is, they can only be performed by one sex)? Why? Can you think of any exceptions?
    - C. If skills are not sex-related, why are members of one sex not found working in that job?
    - D. If skills are not sex-related, can training/education be obtained for members of both sexes? If not, why?
    - E. Would you be interested in working at this job? Why or why not?

COMMENTS:

NATIONAL GUIDELINES:

XI.3: Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.

EVALUATION: Students will have identified jobs which are predominantly held by females and by males. They will have examined skills required for those jobs and discussed why these jobs have been categorized male or female jobs.

RESOURCES: Pro's and Con's: Sex Role Options. (Kit).

CONCEPT: CAREER 3.2

TITLE: MAKING CAREER CHOICES

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Describe realistic and specific requirements and potential of career choices.

LEVEL: 11

MATERIALS NEEDED: List of non-traditional jobs (from previous activity), paper, pencil or pen

PROCEDURE:

1. Using the list of non-traditional jobs generated by the class and other lists of jobs which you provide, have each student choose from the non-traditional jobs:
   - A. One job he or she knows nothing about.
   - B. Two jobs he or she is interested in or might become interested in.
2. From this list, have the students choose five to ten jobs and do research on them.
3. Have each student write a brief description of the careers chosen --- salaries, job availability, special training required, daily tasks, etc.
4. Instruct students to conclude each report with these statements: "On the basis of this information, I would or would not like to pursue this career opportunity further because ......" And, "If I want to pursue this career, the most important things I could do to prepare would be ......"

COMMENTS:

NATIONAL GUIDELINES:

XI.3: Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.

EVALUATION: Students will have selected three jobs which are non-traditional for their sex and gathered information about skills and opportunities for those jobs. They will also have considered whether or not they would like to pursue or work in these careers.

RESOURCES: Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women.
Mitchell, Joyce Slayton. Choices and Challenges: A Career Book for Men.
Mitchell, Joyce Slayton. The Workbook: A Guide to Skilled Jobs. (Workbook).
Occupational Outlook Handbook. (OOH).
Schrank, Louise W. Lifeplan: A Practical Guide to
Schwartz, Lester and Irv Brechner. The Career Finder.
(Assessment Instruments).

CONCEPT: CAREER 3.2

TITLE: WOMEN'S WORK/MEN'S WORK

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Explore differences in work between women and men.

LEVEL: 11

MATERIALS NEEDED: "Female/Male Job Checklist" (pg. 524a), pencil or pen

PROCEDURE:

1. Using the "Female/Male Job Checklist", have students identify the jobs they define as women's work and men's work.
2. Ask students to make additions to the checklist if they wish. These additions may be careers that the students have identified as being interested in and/or careers predominant in their hometown, etc.
3. Have students discuss the results and implications. Use the following questions as a guide:
    - A. How did the number of jobs labeled men's work compare to those labeled women's work?
    - B. Do the men's jobs generally have more or less status or power than the women's jobs?
    - C. Do the women's jobs tend to require more or less education than the men's jobs?
    - D. Can distinctions be made according to the kind of work being done by men and women (working with people, data or mechanical things)?
    - E. Do employers value physical appearances as more important for men's jobs or women's jobs? Why or why not?

COMMENTS:

NATIONAL GUIDELINES:

XI.3: Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.

EVALUATION: Students will have identified which jobs on the list are traditionally male or female and have discussed some reasons why this may be true.

RESOURCES: Bolles, Richard. The 1989 What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers.
No Boundaries: Equal Career Opportunities For All. (Filmstrip).
Who You Are and What You Are: Understanding Sex Roles. (Filmstrip).

FEMALE/MALE JOB CHECKLIST

For the following occupations, check whether you believe it is a man's occupation, woman's occupation or both.

JOB	F	M
construction worker		
flight attendant		
social worker		
secretary		
elementary teacher		
hair stylist		
model		
elderly person's companion		
store clerk		
veterinarian		
physical ed. teacher		
short order cook		
photographer		
nurse		
dental assistant		
artist		
news reporter		
telephone operator		
physical therapist		
scientist		
babysitter		
newspaper editor		
hotel/motel housekeeper		
cashier		
auto mechanic		
home ec. teacher		
factory worker		
gas station attendant		
pilot		
professional athlete		
meat/grain inspector		
computer programmer		

JOB	F	M
plumber		
librarian		
recreation director		
bank teller		
dietician		
nurse aide		
security guard		
cab driver		
day care center worker		
police officer		
bookkeeper		
custodian		
cocktail server		
lawyer		
gardener		
radio announcer		
forest ranger		
homemaker		
postal worker		
accountant		
musician		
English teacher		
occupational therapist		
farmer		
truck driver		
landscaper		
bartender		
tailor		
carpenter		
dairy producer		
medical doctor		
architect		

CONCEPT: CAREER 3.2

TITLE: EXPLORING NON-TRADITIONAL CAREERS

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Explore non-traditional careers to see what skills, talents and adjustments are required.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students volunteer to work a couple hours of a day in a non-traditional work setting.
   For example:
   - A. Female students could volunteer two hours daily or one day a week to work at a gas station, on a farm, at an elevator or with their fathers, who may be involved in a traditional male occupation.
   - B. Male students could volunteer two hours daily or one day a week to work in a nursing home, in a hospital, in a day care center or in their home doing housework.
2. Have students identify the skills and abilities which are important in doing their jobs.
3. After all students have spent some time at a non-traditional job, ask them to share their experiences with the class. Use the following questions as a guide for the discussion:
   - A. How did you feel looking for a non-traditional job?
   - B. How did you feel while you were working on the non-traditional job?
   - C. What skills and abilities are needed for the job you did?
   - D. What skills and abilities did you feel you possess to perform well at the job?
   - E. What additional skills and abilities did you feel you needed?
   - F. Are the skills needed for the job, things you think you can learn?
   - G. Why do you think the job you chose is considered traditionally male or female? Is this justified? Why or why not?

COMMENTS: The information students have gained from their volunteer work experience may be shared through group discussions, group projects, newspaper articles or bulletin boards.

NATIONAL GUIDELINES:

XI.5: Use school and community resources to explore education and career choices.
XI.3: Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.

EVALUATION: Students will have gained some experience by working in a non-traditional job and discussed their experiences.

RESOURCES: Area Work Settings.

CONCEPT: CAREER 3.2

TITLE: INTERVIEWING WORKERS IN NON-TRADITIONAL JOBS

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Identify and interview community people who work at non-traditional jobs.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Ask students as a group to identify people in their community who have non-traditional jobs.
2. Then ask each student to choose one of these individuals to interview.
3. Use the following interview questions or alter and expand to fit the interviewing situation:
   - A. Why did you select your career?
   - B. Do you think your job required special skills or abilities? What are they?
   - C. Are there any special problems you face in this career?
   - D. Are there any special advantages of working in this career?
   - E. Do you like your job? Why or why not?
   - F. Do you feel you made an unusual career choice? Why?
   - G. Would you choose this career again? Why or why not?

COMMENTS: To expand this activity, have students research individuals outside their community who are in non-traditional jobs (Ex. Celebrities, government officials, business people, etc.) by reading about them, by watching interviews on TV or by interviewing them in person, if possible.

NATIONAL GUIDELINES:

XI.5: Use school and community resources to explore education and career choices.
IV.7: Relate essential learning skills to skills required in the work environment.
XI.3: Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.

EVALUATION: Students will have gained more insight regarding work in a non-traditional job by interviewing people who work in those jobs. They will have discussed these insights with the class.

RESOURCES: Students' lists (Procedure #2).

CONCEPT: CAREER 3.2

TITLE: SALARY LEVELS OF CAREERS

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Explore benefits and salaries of different careers and the differences between traditional women's careers and men's careers.

LEVEL: 11

MATERIALS NEEDED: "Female/Male Job Checklist" (pg. 524a), pencil or pen

PROCEDURE:

1. Using the "Female/Male Job Checklist", have students research the salary levels for each job by either obtaining specific salaries from the current edition of the Occupational Outlook Handbook (OOH), by consulting local newspaper want ads, or an annual report which can be obtained from a variety of sources such as USA Today, January issues of "Working Woman", etc., and the U.S. Department of Labor.
2. Then have students determine whether each salary range is high, medium or low. For a convenient standard, use the U.S. Department of Labor statistics of the average annual income for all workers.
3. Discuss the results.
   - A. Is the pay for men's jobs higher, lower or equal to the to the women's jobs?
   - B. If there are differences, what are some of the reasons for these differences? Are these reasons valid? Why or why not?
   - C. Are there jobs where men are paid more than women for the same work? What are they? Is this legal?

COMMENTS:

NATIONAL GUIDELINES:

VI.2: Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

XI.2: Identify evidence of sex stereotyping and sex bias in education programs and the world of work.

EVALUATION: Students will have compared the average salaries and benefits between traditional male and female careers.

RESOURCES: Occupational Outlook Handbook. (OOH).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
"In Nebraska: A Career Opportunity Guide". (Newspaper--see Books).

CONCEPT: CAREER 3.3

TITLE: MY FANTASY CAREER

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify your fantasized career(s).

LEVEL: 11

MATERIALS NEEDED: Paper, pencil

PROCEDURE:

1. Have students form small groups of 4 or 5 and brainstorm about careers.
2. Instruct students to be free about their suggestions. Do not allow any critical remarks suggesting that anyone could or could not perform certain tasks.
3. Other students may make suggestions, however in this exercise there is to be no evaluation regarding anyone's abilities or aptitudes related to any suggestions made by students.
4. Begin with the statement "If I could be anything I wanted to be or do anything I wanted to do I would . . . "
   ____
   ____
   ____

COMMENTS:

NATIONAL GUIDELINES:

VIII.1: Describe the importance of careers as they affect values and life styles.
IX.9: Project and describe factors that may influence educational and career decisions.

EVALUATION: Students will let their imaginations soar and have come up with a "dream" career.

RESOURCES: Quality of Work Life: Person to Person Interaction Kit. (Kit).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).

CONCEPT: CAREER 3.3

TITLE: GETTING INFORMATION ABOUT MY FANTASY CAREER

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Obtain information about fantasized career(s).

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students obtain information about a career by answering the following questions:
    - A. In which career cluster does my 'fantasized' career belong?
    - B. Where can I obtain information about this career? (DOT, OOH, Dept. of Labor, etc.)
    - C. What is the occupation outlook for this career? (In the future - is it a growing or a diminishing field?)
    - D. What and where are the job opportunities for this career?
    - E. Is there anyone in my local community, a nearby community, or even in the state who is in that career?
    - F. What kind of educational preparation does this career require for entry?
    - G. What technical skills does this career require?
    - H. What kind of work experience would be a good pre-requisite for entry into this career? (include transferable skills)
2. Have students report their findings back to the class and discuss.

COMMENTS: Follow this activity with the next activity which further details skills needed to pursue this career.

NATIONAL GUIDELINES:

VI.1: Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.

VI.2: Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

VI.4: Use various classification systems that categorize occupations and industries (i.e., Dictionary of Occupational Titles).

EVALUATION: Students will have researched their "dream" career and outlined where their "dream" career fits into the career clusters, what preparation is required and the future outlook for that career.

RESOURCES: Dictionary Of Occupational Titles. (DOT).
Occupational Outlook Handbook. (OOH).
Career Directions. (Assessment Instruments).
Career Education Posters. (Posters).

CONCEPT: CAREER 3.3

TITLE: SKILLS NEEDED FOR MY FANTASY CAREER

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify skills needed for making their fantasy career a reality.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil

PROCEDURE:

1. Have students make a list of the skills they have that would be valuable for their fantasized career.
2. Then make a list of the skills they would need to obtain to pursue that career.

LIST I Skills I have both educational & tech.	LIST II Skills I need to develop both educational & tech.

COMMENTS:

NATIONAL GUIDELINES:

- VII.1: Demonstrate the ability to locate, interpret and use information about job openings and opportunities.
- VII.2: Demonstrate educational and vocational skills required for a full- or part-time job.
- VII.3: Demonstrate skills and behaviors necessary for a successful job interview.
- VII.4: Develop skills in preparing correctly a resume and complete job application.
- VII.6: Demonstrate employability skills necessary for entry into the labor market.

EVALUATION: Students will have a list of present skills and skills they will need to develop in order to work in their "fantasy career".

RESOURCES: Dictionary Of Occupational Titles. (DOT).
Occupational Outlook Handbook. (OOH).
Job Readiness: Acquiring the Skills. (Filmstrips).
Job Survival Skills. (Workbook).
Other resources that are subject specific - related specifically to the career they have selected.

CONCEPT: CAREER 3.3

TITLE: FANTASY TO REALITY CAREER PLAN

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Develop a tentative plan for "Making my fantasy career become a reality".

LEVEL: 11

MATERIALS NEEDED: "Skills I Need To Develop" list (from previous activity), paper, pencil or pen

PROCEDURE:

1. Using the list of "Skills I need to develop", outline a plan or procedure for obtaining those skills in order to be employable at the entry level of the "fantasized" career.

COMMENTS:

NATIONAL GUIDELINES:

VII.7: Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.

EVALUATION: Students will have developed an outline or plan for obtaining the skills they will need for entry-level employment in their "dream" career.

RESOURCES: Job Readiness: Acquiring the Skills. (Filmstrips).
Job Skills for the Future. (Filmstrips).
Job Survival Skills. (Workbook).

CONCEPT: CAREER 3.3

TITLE: FANTASY CAREER TIMELINE

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Develop a tentative timeline for obtaining skills and experience to make the fantasy career a definite possibility.

LEVEL: 11

MATERIALS NEEDED: Copies of the following form for each student

PROCEDURE:

Include courses you need to select beginning right now.

1. High school courses I need to take this year:

   ____

   ____

   Next year: ______________________________

   ____

   The following year: ______________________

   ____

2. Post high school training.

a. College (where & courses) (yrs. of prep)	b. Community College (where & courses) (yrs. of prep)	c. Proprietary School (where & courses) (years of prep)
YEAR I		
____________	____________	____________
____________	____________	____________
____________	____________	____________
YEAR II		
____________	____________	____________
____________	____________	____________
____________	____________	____________

3. Continue on with Years III, IV, etc., as fits the students' needs.

COMMENTS:

NATIONAL GUIDELINES:

IX.5: Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.

EVALUATION: Students will have completed the above form establishing some timelines for obtaining the entry-level skills needed for their "fantasy" career. By now students should have made comments that fantasies can become realities.

RESOURCES: Job Skills for the Future. (Filmstrips).

CONCEPT: CAREER 3.3

TITLE: ASSESSING CAREER INTERESTS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Obtain additional information about career interests through Career Interest Inventories.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Have students complete one or two standardized career interest assessment measures that they have not previously taken.
2. Interpret and discuss the results of these inventories.
3. Have students list three to five jobs which they might be interested in that fit in the categories of their highest interest as identified from their career interest inventories.
4. Jobs identified should then be researched and verified using NCIS, Dictionary of Occupational Titles (DOT), or Occupational Outlook Quarterly (OOQ).

COMMENTS: Select career interest measurements with care. Determine if the measurements have been reviewed for sex fairness. Before giving the assessment to students, suggest that they lay aside their own stereotypes and answer questions based on what they would like to do or to try. Remind them that these are "INTEREST" inventories, meaning that they should be used to explore possible interests, not just what is already known or assumed to be of interest because of gender.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have completed at least one career interest assessment, discussed the results and identified three to five jobs which match the categories of their highest interests.

RESOURCES: Career Interest Assessment Instruments of choice.
Nebraska Career Information System. (NCIS). (Assessment Instruments).
Russo, Jo Ann. Careers Without College: No B.S. Necessary.
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Crystal, John and Richard Bolles. Where Do I Go From Here With My Life?. (Workbook).
Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).
Schwartz, Lester and Irv Brechner. The Career Finder. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: RESEARCH A CAREER

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Examine the abilities, training and life styles required of various jobs.

LEVEL: 11

MATERIALS NEEDED: "Career Knowledge Quiz" (pg. 534a-534c)

PROCEDURE:

1. Have students select one of the three to five careers identified in the last exercise and complete the Career Knowledge Quiz.
2. Using the Career Information Questionnaire as a place to summarize answers, have students check their answers against the Career Knowledge Quiz. (Students may use the career resources available at the school and local library.)
3. After completing the Career Information Questionnaire, have students discuss their findings using the following questions as a guide:
    - A. Were you surprised about some of the information you found? Which areas surprised you?
    - B. What additional information would you like?
    - C. Do you think you might like to work in any of these areas? Why or why not?
    - D. If more than 50% of the workers were male, would you still consider the job area? Why or why not?
    - E. If more than 50% of the workers were female, would you consider the job area? Why or why not?

COMMENTS: Students may collect additional information about the careers they may be interested in by writing related professional organizations or unions for information and by interviewing people in the identified careers.

NATIONAL GUIDELINES:

V.2: Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

EVALUATION: Students will have completed the "Career Knowledge Quiz" and the "Career Information Questionnaire", compared their responses and discussed information obtained regarding those careers.

RESOURCES: Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).
Careers and Values: Understanding the Choices. (Filmstrips).
Career materials available in the school and local library.
Occupational Outlook Handbook. (OOH).

CAREER KNOWLEDGE QUIZ

NAME________________________ CAREER________________________

Check most appropriate answers.

1. The educational background needed to work in the above career is:
   a) high school education only.
   b) apprenticeship or trade school training.
   c) two to four years of college.
   d) more than four years of college.
   e) I don't know the education requirements.

2. The future employment trends in this career for the next ten years is that:
   a) most people will be hired primarily to replace those who retire.
   b) there will be a slow, gradual growth pattern of employment.
   c) there will be a fairly large demand for people to enter this field.
   d) there will be a great demand for people to enter this field.
   e) I do not know what the future employment trends are.

3. Currently the number of women employed in this career is:
   a) more than 50%.
   b) between 25% and 50%.
   c) between 10% and 25%.
   d) less than 10%.
   e) I don't know the number of women employed.

4. The number of people employed in this career in the U.S. is:
   a) less than 10,000.
   b) from 10,000 to 50,000.
   c) from 50,000 to 100,000.
   d) over 100,000.
   e) I don't know how many people are involved.

5. The average annual salary or wages paid to qualified individuals for this career is:
   a) less than $10,000 per year.
   b) between $10,000 and $15,000 per year.
   c) between $15,000 and $25,000 per year.
   d) over $25,000 per year.
   e) I don't know how many people are involved.

6. I think 50% or more of those employed in the above career are:
   a) self-employed or member of a partnership.
   b) employed by a college or university.
   c) employed by local, State or Federal Government.
   d) employed by private business or industry.
   e) I do not know the percentage.

CAREER INFORMATION QUESTIONNAIRE

NAME____________________ CAREER/JOB TITLE____________________

Briefly describe the job:

1. Describe the work environment (include conditions such as dusty, noisy, hot, cold, inside, outside, people oriented, paper work oriented, co-workers, etc.).

2. What special skills (Ex. Math, reading, writing, speaking, fine motor, social, etc.) are necessary?

3. What education or training is required? Where can you get this training or education? What high school courses may be helpful?

4. What physical abilities (Ex. Minimum or maximum height or weight, color vision, good hearing, 20/20 vision, etc.) are necessary?

5. What are the personal traits of people who are successful in this job? (Ex. Are they able to follow directions, able to take responsibility, like to work at routine tasks, like to work with people, like to work alone, etc.)?

6. What are the opportunities for advancement? To what job? For what pay? How do people advance (by seniority, merit, additional education or training, etc.)?

7. How many hours and how many days a week does this job require? Is there overtime involved? What is the normal working day? What is the normal working week? Is the work schedule constant or changing? Is the work schedule flexible according to the worker's needs?

8. What is the average starting salary for this job? What is the average salary for a person who has worked in the job for two years? How is the worker paid (hourly, salary, piece rate, salary plus commission, commission only, etc.)?

9. What are the fringe benefits (vacations, insurance, sick leave, travel expenses, car, uniform, profit sharing plan, etc.) of the job?

10. What are some of the hazards or disadvantages (health risks, moving to other locations for advancement, temporary or seasonal employment) of the job?

11. What is the potential of this job in the future? Will the need increase, decrease, stay the same, be eliminated?

12. In what sections of the country are these jobs located? Are the jobs located in rural and/or urban areas? Are there job opportunities in the area where you live?

13. Where can you find work in this job (hospitals, factories, state government, school systems, etc.)?

14. Are most of the workers in this field either male or female? Would this make a difference to you in choosing this career? Why or why not?

15. What is your reaction to this job? Would you consider it? Why or why not?

CONCEPT: CAREER 3.4

TITLE: OCCUPATIONAL INFLUENCES

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Apply personal knowledge to career choices.

LEVEL: 11

MATERIALS NEEDED: "Self-Knowledge" worksheet (pg. 535a-535b), pencil or pen

PROCEDURE:

1. Explain the "Self-Knowledge" worksheet to the students, which includes a look at hobbies, abilities, family, friends, beliefs, aptitudes, personal experiences and finances.
2. After completion of the worksheet, discuss how these attributes give additional meaning to work. (Ex. Work not only fulfills cost of living needs but those of self-esteem and future security.)

COMMENTS:

NATIONAL GUIDELINES:

V.3: Demonstrate a positive attitude toward work as an integral part of one's life.

EVALUATION: Students will have completed the "Self Knowledge" worksheet and discussed how these attributes relate to activities in the world of work.

RESOURCES: Bolles, Richard. The 1989 What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers.
Self-Exploration Series. (Disks).
Self-Assessment: A Tool for Career Decision. (Filmstrips).

SELF-KNOWLEDGE WORKSHEET

Name: ______________________ Date: ____________

HOBBIES AND INTERESTS:

One of my hobbies or interests: ______________________

What kind of actual duties do you do in this interest? ______________________

What career might this interest develop into? ______________________

ABILITIES:

Something that I can do really well is: ______________________

I learned this ability by: ______________________

Three careers that make use of this ability are: ______________________

FAMILY OR FRIENDS:

A person who has a great influence on me is: ______________________

The kind of individual this person wants me to be is: ______________________

The kind of individual I want to be is: ______________________

A career that would allow me to be the individual I want to be is: ______________________

BELIEFS:

One of the beliefs that I value is: ______________________

Because of this belief I would never choose the career of: ______________________

The career of ______________ would not interfere with this belief.

APTITUDE:

A school subject that I am good at is: ______________________

535a

Three careers that need this background are:

____

____

____

PERSONAL EXPERIENCES:

An experience that I have had that has influenced me positively is:

____

An experience that I have had that has influenced me negatively is:

____

Because of these experiences I know I would not want a career as:

____

Because of these experiences I might consider a career as:

____

FINANCIAL SITUATION:

Check one:

_____ I will need to support myself immediately after high school.
_____ I will have sufficient money to further my education.
_____ I want to go immediately to work after high school.

Considering my financial situation, two careers of interest to me are:

____

____

CONCEPT: CAREER 3.4

TITLE: CAREER LIFESTYLES

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Examine lifestyles associated with various occupations.

LEVEL: 11

MATERIALS NEEDED:

PROCEDURE:

1. Give each student a copy of the following list to use as their guide for the Lifestyle Interview.

   Describe the following:
   Work place
   Level of contact with people
   People you would work with
   Work hours and shifts
   Civic & community involvement
   Housing conditions
   Income level
   Leisure activities
   Travel requirements
   Moving demands

2. Select an occupation and have one student interview you using the interview guide. Have the rest of the class make notes of the interview using the Lifestyle Interview questions.
3. Following the interview, discuss the results with the class. Also ask them for items they would like to add or remove from the list.
4. Modify the list as agreed upon by the class.
5. Have each student select an occupation they are interested in to research for lifestyle factors.
6. Using the Lifestyle Interview Guide, ask students to interview a person engaged in the occupation they have researched for this activity. (If possible)
7. Have students discuss the findings from the research and interviews using the following discussion questions:
   A. What are the favorable lifestyle characteristics of the occupation you chose?
   B. What are the unfavorable lifestyle characteristics?
   C. What are some of the reasons for others rating lifestyle characteristics differently than you?
   D. Would these characteristics affect your occupational choice? Explain why?

COMMENTS:

NATIONAL GUIDELINES:
X.3: Describe ways in which one's career choice may affect future life style.
X.6: Examine different career patterns and their potential effect on family patterns and life styles

EVALUATION: Students will have obtained information regarding the effect career choice has on lifestyle and discussed the pro's and con's of these effects.

RESOURCES: The New Independent Living Series. (Filmstrips).

CONCEPT: CAREER 3.4

TITLE: HOMEMAKING AS A CAREER

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Evaluate homemaking as a career.

LEVEL: 11

MATERIALS NEEDED: Paper, pencil, "Help Wanted" Worksheet (pg. 537a), "The Value Of Housework" Worksheet (pg. 537b-537f), "Women's Work" Chart (pg. 537g)

PROCEDURE:

1. Discuss whether or not homemaking is considered a career. Why or why not?
2. List all the responsibilities of a homemaker.
3. List the qualifications of a homemaker. (Or what should the qualification be?)
4. Place the "HELP WANTED" ad on the bulletin board.
5. Ask students (both boys and girls) whether they would respond to this "help wanted" ad. Why or why not?
6. Divide a sheet of paper into two columns. In one column have students list the advantages of this occupation and in the other column list the disadvantages.
7. Have students discuss the importance of homemaking:
    A. Would you choose this career as a "sole" career? Boys? Girls?
    B. Would you take post-secondary training to prepare yourself for this career? (Either as a "sole" career or in combination with another occupation.) If so, what studies would you pursue? Boys? Girls?
8. Have students discuss how they feel about the statement, "I'm just a housewife" or "I"m a househusband".

COMMENTS:

NATIONAL GUIDELINES:

V.2: Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

EVALUATION: Students will have discussed "homemaking as a career" and identified the skills required to be a "homemaker".

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).

HELP WANTED

REQUIREMENTS: Intelligence, good health, energy, patience, sociability, skills at least 12 different occupations.

HOURS: 99.6 per week. SALARY: None.

HOLIDAYS: None (will be required to remain on standby 24 hours a day, seven days a week)

OPPORTUNITIES FOR ADVANCEMENT: None (limited transfer ability of skills acquired on the job). JOB SECURITY: None (trend is toward more layoffs particularly as employee approaches middle age. Severance pay will depend on the discretion of the employer).

FRINGE BENEFITS: Food, clothing and shelter generally provided but any additional bonuses will depend on financial standing and good nature of the employer. No health, medical, or accident insurance; no Social Security or pension plan.

THE VALUE OF HOUSEWORK

$ FOR LOVE OR MONEY? $

This may sound like a want ad from the DARK AGE DAILY MAIL, but, in fact, it is a fairly accurate description of the job currently held by about 30 million American women; women usually classified as "nonworking," "married, not in the labor force," or simply "housewife." All together, these women outnumber the country's blue-collar workers. According to economists at the Chase Manhattan Bank, housewives are doing gratis work worth at least $257.53 a week on the current labor market, and they are performing a dozen or so tasks, any one of which, outside the home, would be an independent profession with its own salary. (See chart.)

Chase's calculations don't even include some of the most important tasks performed by women who work at home. Aside from their daily "jobs," they act as teachers for their children and as hostesses and frequently secretaries for their husbands. And tying all these roles together, balancing time and allocating energies, is a managerial skill that, according to one economist, is equivalent to the functions performed by an independent entrepreneur of a small fairly complex business.

In fact, if the job weren't considered "woman's work," there is little doubt that its challenges, its variety, and its flexibility would appeal to many men. For many individuals, these rewards more than outweigh the long hours -- sometimes 13 to 14 hours per day -- and the hard, often routine work. But what man would want a position that guarantees no independent income, no Social Security, not even a living wage? And worse, which has, in this male-dominated culture, in spite of all propaganda to the contrary, almost no status at all?

For the truth is, although the housewife may take justifiable pride in the home she works so hard to maintain, housework is not viewed as dignified or respected employment. The housewife is the subject of endless jokes and social put-downs; she is patronized, condescended to and considered unemployed. All too often, the woman who has chosen to be a housewife and stays home with her children is looked upon as lazy, untalented, or someone who "doesn't really work."

If you doubt the validity of such definitions, look at the current edition of Funk & Wagnalls. A "housewife," the dictionary proclaims, is one "who does not work for a living." How many men -- and women themselves -- fall into that mental trap? "My wife doesn't work," the businessman tells his friends. "Are you working, or are you a housewife?" the traffic cop asks the woman he stops for speeding. "I'm not working. I'm just a housewife," murmur countless women in reply to an occupational question. One woman became so accustomed to denigrating her daily toil that, when asked "What do you do?" she found herself answering, "My husband's an engineer."

It may be that, lurking beneath all these insults, is the primeval image of the Woman Reclining -- the lazy, blowsy and drowsy female of fantasy, amusing herself with her chocolates and her cats until the master returns at day's end. Or maybe it is just the depressingly tenacious prejudice, described by sociologist Helen Lapata, that "women and the lower classes cannot be trusted to use leisure well." But whatever its source, the widespread denial of the housewife's contributions to the household and the economy is especially ironic, since, historically, all major economic transactions have taken place within the home. The very word economy is derived from the Greek word 'oikonomia', which means "management of a household or a family." Construction, agriculture, insurance, education, manufacturing, services, entertainment -- all were originally carried on within the tribe or extended family, and largely by women. Even today, although the greater part of production has moved outside the home, the wife is still largely responsible for the most important of its traditional tasks: raising the children, feeding the family, and maintaining the living quarters.

Yet not a bit of this activity is registered as part of the nation's output of goods and services. The labor of the man who sells soap is included in the Gross National Product, but not that of the woman who uses it. When a taxi driver takes a traveler to the airport, it's a gain in the national accounts; when his wife drives him, it's no sale.

Some economists maintain that housewives' services are excluded from the GNP because it is impossible to impute a value to them; but a number of other non-market items are figured into the accounts -- the value of agricultural commodities produced and consumed by a family for instance, or the value of owner-occupied dwellings. Although it might not be easy to set a price for unpaid housework, it would surely be within the capability of interested economists. And it might help correct the impression that those 30 million Americans are living off the fat of the land.

According to Gardner Ackley, Chairman of the President's Council of Economic Advisers under President Johnson, the "failure to recognize the value of these productive services is a source of serious bias in the national product." Under the existing method of accounting, for example, every time a woman leaves home to take a job, the move is counted as an addition to the GNP, instead of simply a shift in the type of work being done. Since more women have been entering the job market in recent years, this makes the GNP look as though it is growing faster than it really is. Conversely, by leaving housework out of the GNP, economists have vastly underestimated the total amount of productive work being done. By one calculation, housewives' services probably amount to about one-fourth of the current level of GNP, or $250 billion -- and that's not even counting all the unpaid volunteer work that women perform for hospitals, charities, political candidates, and other worthy causes.

Almost 20 years ago a sociologist named Theodore Caplow suggested some of the reasons why housework was given such short shrift in our society. He pointed out that in contrast to the rest of our highly specialized, rationalized economy, it is informal, unstructured, and diffuse. In a society which places a premium on credentials, it demands no formal training and imposes no standards of performance. With democratic impartiality, it admits morons and geniuses, 15-year-olds and 80-year-olds alike. In a country which considers personal service demeaning, especially because minorities have historically filled such jobs, many of the duties of the housewife are the same as the tedious, repetitive tasks performed by domestic servants. And while janitors and garbage men may not be respected, they still stand higher on the ladder of prestige than maids, and they certainly get paid a great deal more, which brings us to another crucial part of the problem.

One of the main reasons the housewife's bearing and caring for children, her cooking, cleaning, chauffeuring, and shopping are scoffed at, ignored, or taken for granted, is because it is work being done by a woman. Men who cook are chefs; women are just cooks. Men who handle finances are accountants; women are simply bookkeepers. Men who plan and order supplies are purchasing agents; women who do the same are only consumers. Not so long ago when men were secretaries and bank tellers, the jobs were the training grounds for executive positions. When performed by women, those tasks are likely to be dead-end jobs.

An explicit downgrading of the work done by women is found in the Dictionary of Occupational Titles, a Labor Department publication that defines some 22,000 occupations and serves as a standard reference for government and industry. Each occupation is rated on a skill scale from a high of 1 to a low of 887. Listed at the 878 level are homemakers, foster mothers, child-care attendants, home health aides, nursery school teachers, and practical nurses. A marine mammal handler, on the other hand, has a ranking of 328, a hotel clerk 368, and a barber 371. Obviously, "woman's work" doesn't measure up. Ultimately, the only way to achieve any real equality between the sexes is to abolish sex roles altogether; to put an end to woman's work and man's work, and to develop the concept and value of human work.

One way to achieve this might come from making marriage a true partnership, legally and financially, as well as personally. Both partners, for example, should have equal rights to all income and property acquired during marriage, as well as to its management and control. If one partner works outside the home, then half of his or her salary should by law belong to the other party, and the partners could decide between themselves how the household expenses should be handled.

"Marriage is a partnership," says one Louisiana friend of mine with two small children, a writer husband, and a singing career behind her. "The money isn't his money, it's to keep the establishment going." Ideally, you should be able to split all the expenses down the middle, divide what's left over, and each get your share.

Another proposal giving credence to the idea of equality between the sexes would have the law assure the wife a salary for the housework she performs. This salary would reflect the value of her individual services, what she could be earning in the labor market or the official minimum wage. She could receive a percentage of her husband's salary to be paid by him or paid directly by his employer in the same way as the military sends allotment checks to the wives of servicemen who are stationed overseas. If she is paid by her husband, her salary would not be subject to tax, since it was already taxed once when the husband received it. Since the husband would in fact be the "employer," he would be expected to pay the basic household expenses of food, clothing, and shelter, allowing his wife to spend her salary as she chose, on her own personal needs, on her family, savings, or investment. If she worked outside the home and did all the housework, too, she would get paid for both jobs. If a husband and wife each did half of the housework, they would receive no household salary, or they could split a salary. A husband who refused to pay his wife for housework could be taken to domestic court for a determination of her proper salary.

"It's not just the money," argues one Connecticut housewife who supports this idea. "It's what it would mean psychologically. It would put a value on your work and make it clear that you've earned part of the family salary -- that he's not just giving it to you. Because he couldn't do the job he does if you weren't backing him up at home, cooking, cleaning up, washing, running errands, shopping, entertaining, and all that."

Another hardworking wife speculated that it might be an end to all those comments like, "I gave you my check, now what did you do with it?" or "Where does all my money go?" or "Sure, I own you; I pay all the bills, don't I?" In addition, she said, "The wife would have a little more independence and leverage. She might not feel that she has to plead or play up to her husband or use devices or play games just to get a new dishwasher. I think it would improve most marriages."

Admittedly, few housewives today have to resort to the sort of wheedling tactics employed by ladies a few decades ago. But many women do still have to ask, over and over again, for money to run their households, and many others often hesitate to spend "family money" on themselves or feel guilty when they do, even though their husbands may have no such qualms about their own personal purchases. Even the woman who enjoys an equal or dominant voice in domestic financial matters often resents the knowledge that she is, in fact, totally dependent on her husband's wallet, and occasionally overspends just to punish him for keeping her in this dependent state. A regular personal income might help alleviate that sense of inferiority by reminding both parties that the wife has made a measurable contribution to the family's fortunes. And that she, like her husband, has earned a salary that is hers and hers alone, not to be asked for or accounted for, but payment for a vitally important job.

Still, the idea of a salary for housewives arouses strong opposition -- and sometimes among housewives themselves. Many feel that they receive payment enough in the love and affection from their families. "No amount of money could make you do some of the things you have to do," says one Dallas suburbanite. "You only do it for love." Others resent the notion of trying to place a crass, monetary value on that labor of love. "How could you place a value on some of the functions of mothering, of being there when people need you, of making sure that everything in the household happens smoothly and on time?" asks New York economist Alfred Eichner. "It wouldn't be a realistic exercise. What makes a household a home is people sacrificing themselves. No money could buy a comparable commitment, just as money can't buy a good soldier."

That may be, but because a service is unvaluable seems a poor reason to turn it into servitude, and it's a little late to be romanticizing a housewife's martyrdom on the altar of love. Elizabeth Janeway, in her book, Man's World, Woman's Place, has some astute things to say about the dangers of being paid in emotional capital alone. As she sees it, women who work at home have no objective means of judging their own value or skills. They must become "managers of emotions," in Kenneth Keniston's phrase, who keep their successes on a private and personal level, and live vicariously on the praise and success of others. The situation can all too often turn normal family encounters into opportunities for emotional manipulation and blackmail.

A more practical argument against salaries for housework is simply this: in most families, after all the basic bills are paid, there is no money left over for a salary for anybody. A household wage might therefore benefit only the more affluent wives. And many feminists worry that the idea would only reinforce the association of housework with "woman's work," and make the eventual goal of abolishing sex roles more difficult than ever to achieve. "The husband would just be employing his wife as a servant," complains one activist, "and who wants that?"

Some advocates overcome this objection by suggesting that the salary need not be actually paid unless the marriage is dissolved. At that time the wife's "back wages" could be awarded to her as a sort of "severance pay." Others have suggested that the portion of the family income allotted to the wife as salary be used to buy an annuity or pension, payable if the marriage went aground --- a sort of forced savings against the possibility of divorce. And in that event, instead of receiving alimony, with all its connotations of charity, the wife would receive accrued income, or reparations, for the labor she had put into the job of marriage. The New York Chapter of NOW is extending that idea by pushing for family insurance. In cases of divorce, such an insurance policy would guarantee the homeworking wife an income, determined by number of children and length of marriage.

Today, housewives still don't enjoy basic rights and safeguards that workers in factories and offices have long taken for granted. "The rights to support of women and children are much more limited than is generally known," stated a recent report by the Labor Department. "A married woman living with her husband can, in practice, only get what he chooses to give her." In all but eight states, for example, a husband's earnings are his separate personal property and his wife has no legal claim on them, or on any property accumulated in his name. Nor does she have any right to compensation for the labor she may have put into the marriage. He can make and spend his own money, build up his own estate, without her participation or knowledge of what is happening.

Another way for a housewife to collect her well-earned salary might be to place housework in the category of jobs covered by the Social Security system. A similar proposal was recently made by the West German government, after a poll revealed that 86 percent of the population was in favor of housewives receiving their own pension. Under the proposed law, all houseworkers would register for Social Security as individuals, so that they could take their own pensions into marriage, and out of it again if divorce occurred. Whatever their work pattern, they could collect a full pension. During marriage, if the houseworker had no other income, the other spouse would contribute to the plan for both. In justifying the proposed change, the West German government declared that "to be a housewife is a full job...as much a career as any other.... Economists agree that the work done at home contributes to the family income, for if it were done professionally, unmanageable costs would be added to the household's budget."

The inequities of the current Social Security system in the United States are a result of the fact that housewives are considered "nonworking" women. Because the system is based on contributions from employer and employee, and she has neither employer nor salary, she gets no benefits from the system except Medicare. Everything is dependent on her husband's pension. If she is widowed and at least 62, she receives only 82 1/2 percent of the benefits he had earned. If she is divorced, she receives nothing unless she was married at least 20 years and can show that he is contributing or was ordered to contribute to her support. And if she has worked outside the home for a time, as most women do, she must choose, upon retirement, either her own benefit or half of her husband's, whichever is larger. She can't receive both, even though both have been earned. That means the government benefits from their marriage by retaining more cash than it would have done had this man and woman remained single.

There has been some agitation in Congress to correct these inequities in the Social Security system, but virtually no initiatives have been taken to grant women full pensions, or any kind of salaries for housework.

But, in an unorganized way, things are changing. At least 50 percent of American women 18 years and over and almost 40 percent of women with children under 18 are in the labor force, and who-knows-how-many men are in the kitchen. The growth of child-care centers and businesses supplying household services also suggests a new fate for housework in the future. But these trends are not change enough.

Nothing will be enough until the working woman -- wherever she works -- is free to earn a living in any way that she chooses. "Occupation: Houseworker" is a viable and respectable choice for anyone, male or female, provided it is treated as such, socially and economically. If it were, the houseworker could at last be recognized as a professional member of the American labor force, paid for her or his labor, time, and skills.

** Ms. Magazine, July 1972, by Ann Crittenden Scott, a former history professor at the Douglas College of Rutgers University, currently an Associate Editor of "Newsweek" Magazine.

WOMAN'S WORK

JOB	HOURS PER WEEK	RATE PER WEEK	VALUE PER WEEK
Nursemaid	44.5	$2.00	$89.00
Dietician	1.2	4.50	5.40
Food buyer	3.3	3.50	11.55
Cook	13.1	3.25	42.58
Dishwasher	6.2	2.00	12.40
Housekeeper	17.5	3.25	56.88
Laundress	5.9	2.50	14.75
Seamstress	1.3	3.25	4.22
Practical nurse	.6	3.75	2.25
Maintenance man	1.7	3.00	5.10
Gardener	2.3	3.00	6.90
Chauffeur	2.0	3.25	6.50
TOTAL			$257.53 or $13,391.56 a year

** Considerably more than what 83.8 percent of all American workers were able to earn in 1970.

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	2.0 LEARNING	3.0 LEARNING
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	2.0 PERSONAL/SOCIAL	3.0 PERSONAL/SOCIAL
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	2.0 CAREER	3.0 CAREER
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

GRADE 12

Activity Page

Learning 3.1

Education Planning IV 538
At School, At Work 539
Getting Along 540

Learning 3.2

As We See Me 541
What Are My Abilities 542
The Terrific Ten 543

Learning 3.3

Learning Style Assessment 544
Understanding Learning Style 545
Friends Are Resources Too 546

Learning 3.4

Making Decisions 547
Group Conflict 548
Making Job Decisions 549

Personal/Social 3.1

Individual Differences In Important Work Characteristics 550
Defining Assertiveness 551
Assertiveness Inventory 552

Personal/Social 3.2

Assertiveness In Action 553
Graduation 554
Making Choices 555

Personal/Social 3.3

How Am I Doing? 556
Positive Personality 557
Understanding Feelings And Behavior 558

Personal/Social 3.4

Lifestyle Planning 559
Conflicts In Life Planning 560
Time Management For Life 561

Career 3.1

Differences In Types Of Work 562
How I Fit Into Career Clusters 563
Six Paths To The Future 564

Career 3.2

Legal And Illegal Discrimination 565
Future Forecasting 566
Work News Update 567

Career 3.3

Interest Tests 568
Interpreting Test Results 569
Matching Interests To Careers 570
Assessing Aptitudes 571
Aptitude Watch 572
Personality Characteristics 573
Personality Assessment 574
Matching Personality And Careers 575
Life Goals 576
Career Fields Related To Life Goals 577
More About Me 578
Work Characteristics Important To Me 579
Company Information For The Job Interview 580

Career 3.4

Defining Work 581
Attitudes Toward Work 582
Employability Skills Checklist 583
Job Interview Skills 584
Career Day 585
Follow Up For Career Day 586

CONCEPT: LEARNING 3.1

TITLE: EDUCATION PLANNING IV

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Re-evaluate educational plan -- courses, graduation requirements and extracurricular activities.

LEVEL: 12

MATERIALS NEEDED: "Educational Profile" Sheet (pg. 538a), pencil or pen

PROCEDURE:

1. Provide each student with their Educational Plan File.
2. Review file with the students.
   QUESTIONS TO BE CONSIDERED IN THE REVIEW:
   - A. Does the plan meet graduation requirements?
   - B. Does the plan incorporate my interests?
   - C. Does the plan reflect information about myself from achievement tests?
   - D. Does the plan reflect information about myself from aptitude tests?
   - E. Does the plan reflect any information about me that I have obtained from significant others in my life? (Ex. Parents, teachers, people for whom I have done babysitting, lawnmowing, etc., who have made any comments about my skills, aptitudes, leadership qualities, personality characteristics, etc., that warrant consideration.)
   - F. Does the plan reflect information about myself related to my work experience?
   - G. Does the plan reflect my future plans upon leaving high school?
3. Review file with parent(s) or guardian(s).
4. Make any adjustment needed.

COMMENTS:

NATIONAL GUIDELINES:

IV.8: Formulate educational plans that reflect continued learning directed toward achieving career goals.

EVALUATION: Students will have updated their educational plan to assure that they will meet requirements for graduation and for transition from high school to the next stage of their life.

RESOURCES: Schrank, Louise. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).
Individual Educational Plan files.

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: ______________

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that one must have certain courses in order to graduate.

	9th				10th		
	1s	2s	Credits		1s	2s	Credits
English				English			
History							
Civics							
P.E. or band							

Total ____ Total ____

	11th				12th		
	1s	2s	Credits		1s	2s	Credits
English				English			
American Hist.				Economics			
				Govt.			

Total ____ Total ____

Total credits for grades 9-12: _________

To graduate, a student must take and pass between 9th and 12th grades _____ semester credits. Of this number there must be _____ in English, _____ in history or social studies, _____ in physical education, _____ in math, and _____in science. If there are others, explain:

____

____

CONCEPT: LEARNING 3.1

TITLE: AT SCHOOL, AT WORK

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Describe similarities and differences in the school environment vs. work environment.

LEVEL: 12

MATERIALS NEEDED: "At School, At Work" Handout (pg. 539a)

PROCEDURE:

1. Have students read the "At School, At Work" handout.
2. Have students develop questions from the handout they would ask someone who works (Ex. What is it like to take orders from someone? What is it like to do the same thing over and over?)
3. Have students in class who work or who have had a job, volunteer to be interviewed in class.
4. Have interviewer ask workers the questions students have developed.
5. Have students form groups and discuss how they think they might react to work as opposed to school.

COMMENTS: An alumni may be asked to volunteer to be interviewed about their work. The alumni could be a recent graduate or older person.

NATIONAL GUIDELINES:

IV.5: Demonstrate an understanding of how education relates to the selection of college majors, participation in further training and/or entry into the job market.

V.4: Demonstrate learning habits and skills that are integral to work and educational situations throughout life.

EVALUATION: Students have identified and discussed similarities and differences in school and work roles.

RESOURCES: Laird, Donald, et al. Psychology, Human Relations and Work Adjustment.

AT SCHOOL, AT WORK HANDOUT

AT SCHOOL	AT WORK
Moving among friends	Moving among strangers
Most associates your age	Most associates older
Groups based on friendship	Groups based on duties
Intermittent work	Steady work
Daily changes in routine	Same routine
Short hours	Longer hours
Frequent and long vacations	Few and shorter vacations
Frequent tests and grades to let you know how you are doing	Infrequent feedback on how you are doing
Promotions each term	Promotions rarely
Usually a lot of homework	Homework rare
Regulated length of time spent in one grade	Indefinite length of time spent in one job

CONCEPT: LEARNING 3.1

TITLE: GETTING ALONG

GOAL: Apply knowledge of how the school environment relates to community and work environments.

OBJECTIVE: Identify relationship skills used in the school environment that relate to work environment.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students brainstorm and list characteristics of good relationships with people. List bad relationships with people.
2. Have students form groups and discuss how relationships in school are similar to those in a work settings.
3. Have students discuss these relationships in regard to the following:
   - A. Their brainstorm list
   - B. Formal and informal situations
   - C. Teamwork
   - D. Commitment

COMMENTS: Students could role play good and bad work situations and discuss alternative actions and outcomes.

NATIONAL GUIDELINES:

- II.4. Demonstrate interpersonal skills required for working with and for others in a work setting.
- IV.4: Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.

EVALUATION: Students identified characteristics of relationships and their effects in school and in the work setting.

RESOURCES: Daggett, William R. The Dynamics of Work.

CONCEPT: LEARNING 3.2

TITLE: AS WE SEE ME

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Recognize characteristics of self.

LEVEL: 12

MATERIALS NEEDED: "Self Evaluation" Form (pg. 541a), pencil or pen

PROCEDURE:

1. Have students fill out the self-evaluation form according to how they see themselves. (collect these forms.)
2. Then have students fill out another self-evaluation form according to how they think others see them. (collect these forms)
3. Thirdly have students fill out another self-evaluation form according to how they would like to be.
4. Pass back the other two forms. Allow students time to look over the three forms.
5. Have students form small groups and discuss insights from the activity.

COMMENTS: Activity could be kept in students file and used later.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.
I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.
I.4: Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.

EVALUATION: Students will have completed the self-evaluation forms which they have filled out from three different points of view, compared the similarities and differences and discussed insights they have gained.

RESOURCES: Johnson, Helen. How Do I Love Me?
Am I Worthwhile?: Identity and Self Image. (Filmstrips).
Gale, Berry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).

SELF-EVALUATION FORM

NAME________________________________ DATE______________

TRAIT	RATING				
	very high	above average	average	below average	weak
1. Dependability					
2. Self-Confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under real difficulties					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					
10. Responsibility					
11. Loyalty to those for whom you work					
12. Ability to sense other's feelings					
13. Sincerity					
14. Ambition to succeed on the job					
15. Courage to do the right right thing, even if you are alone					
16. Willingness to work hard					
17. Ability to cooperate with other people					
18. Ability to become enthusiastic about your job					
19. Willingness to consider others viewpoints					
20. Initiative--being a self-starter					
21. Courtesy					
22. Ability to lead others					
23. Ability to work without supervision					
24. Promptness					
25. Orderliness					

CONCEPT: LEARNING 3.2

TITLE: WHAT ARE MY ABILITIES

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Examine abilities and strengths in varying degrees.

LEVEL: 12

MATERIALS NEEDED: "Abilities" Chart (pg. 542a), pencil or pen

PROCEDURE:

1. Have students fill out the "Abilities Chart" on the next page.
2. Have students form small groups and discuss their results and how others feel about them.

COMMENTS: Activity can be done early in the school year and repeated later to see how assessment changes.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

I.4: Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.

EVALUATION: Students will have filled out the abilities chart and discussed it with others to see if each one views his/her own abilities in a similar way to how others view them.

RESOURCES: Gale, Berry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).
Self-Assessment: A Tool for Career Decision. (Filmstrips).

ABILITIES CHART

The ability chart on this page lists the abilities that everyone has, but in differing degrees. It will help give you a broad picture of your own abilities and aptitudes, and will indicate your capacity for learning and doing different kinds of work.

INSTRUCTIONS: Grade each of your abilities as you really feel you rate at the present. Use the following scale and place the grade next to the appropriate trait.

A - unusual amount
B - above-average amount
C - average amount
D - below-average amount
E - very limited amount

______ 1. Academic learning ability

______ 2. Ear for music

______ 3. Ability to recognize and match various forms

______ 4. Finger dexterity

______ 5. Ability to comprehend three-dimensional forms

______ 6. Memory

______ 7. Coordination of hands and eyes

______ 8. Clerical ability to see differences and mistakes in written material.

______ 9. Ability to understand and use words.

______ 10. Ability to solve problems and use figures.

CONCEPT: LEARNING 3.2

TITLE: THE TERRIFIC TEN

GOAL: Apply knowledge of one's own strengths and abilities in a variety of life tasks.

OBJECTIVE: Identify activities that one would like to do either on the job or as leisure.

LEVEL: 12

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students write down ten things they really like to do most. These items could be related to work, school, hobbies, etc. (Ex. Swimming, reading, visiting with friends, etc.). Have students write what pops into their mind, don't spend a lot of time thinking.
2. Have students use the following codes that apply to their list, more than one can be used:
   A. Place an "X" next to those things you have done within the last three weeks
   B. Place an "A" next to those things you like to do alone.
   C. Place a "P" next to those things you prefer to do with other people.
   D. Place a "$" next to those that cost $10 or more each time you do them.
   E. Place an "O" next to those you would like to be a part of your occupation.
   F. Place an "L" next to those you would like to be a part of your leisure.
   G. Place a "C" next to those you would like your life's companion to have on his or her list.
   H. Place an "R" next to those you think you'll be able to do after you retire.
3. Have students go over their list and write down settings where they would do the activity (Ex. Mountains, country, small town, etc.).
4. Have students discuss the activities they have chosen. Questions that may be used include:
   A. Would you like these activities to be part of your job? Part of your leisure?
   B. Are these activities that you could do or would like to do for a lifetime?

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students identified activities they like to do that can be related to lifetime choices.

RESOURCES: Kennedy, Joyce Lain. Career Book.

CONCEPT: LEARNING 3.3

TITLE: LEARNING STYLE ASSESSMENT

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Identify one's own learning style.

LEVEL: 12

MATERIALS NEEDED: Dunn's, Canfield's or one of many other Learning Style inventories available

PROCEDURE:

1. Have students take a Learning Style Inventory.
2. Score and develop learning style profiles.
3. Discuss the meaning of the elements measured by the learning style inventory.

COMMENTS: If students have taken prior learning styles inventories, ask them to compare the results of this test with results of prior tests.

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have completed a learning style inventory, interpreted their profiles, and discussed how their preferences influence how one approaches and completes tasks.

RESOURCES: Self-Exploration Series. (Disks).
Harrison, Allen and Robert Bramson. Styles of Thinking:
Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. Pg. 95-110.
Canfield's Learning Style Inventory. (Assessment Instruments).

CONCEPT: LEARNING 3.3

TITLE: UNDERSTANDING LEARNING STYLE

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Examine learning style and discuss the differences in their preferences with their peers.

LEVEL: 12

MATERIALS NEEDED: Student's learning style profiles

PROCEDURE:

1. Have students compare their learning style profiles in small groups (4-5).
2. Have students discuss their similarities and differences. (Emphasize that all are OK)
3. Have each student share examples of their most effective setting and procedures for studying.
4. Then have students examine ways to adapt class and assignment expectations to their learning style.
5. Discuss the implications of learning style differences in interpersonal interactions. (Understanding learning styles helps one understand communication patterns, leadership patterns, teamwork patterns, etc.)

COMMENTS: Activity to be used with activity "Learning Style Assessment". (EMPHASIZE THAT THERE IS NO "RIGHT" OR "WRONG", "GOOD" OR "BAD" LEARNING STYLE, BUT A STUDENT MAY NEED TO ADAPT TO THE SETTING OR THE GROUP THEY ARE IN.)

NATIONAL GUIDELINES:

V.4: Demonstrate learning habits and skills that are integral to work and educational situations throughout life.

EVALUATION: Students will have discussed their similarities and differences in learning style, their most effective study procedures, ways to adapt to different class expectations, and effects of learning style on interpersonal interactions.

RESOURCES: Self-Exploration Series. (Disks).
Harrison, Allen and Robert Bramson. Styles of Thinking: Strategies for Asking Questions, Making Decisions, and Solving Problems.

CONCEPT: LEARNING 3.3

TITLE: FRIENDS ARE RESOURCES TOO

GOAL: Apply knowledge of one's learning needs and learning styles to effective use of information networks.

OBJECTIVE: Identify friends and acquaintances who may also be resources in job hunting or career search.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students make a list of their friends and acquaintances who have jobs.
2. Then have students identify what jobs their friends and acquaintances have.
3. After examining their list, pick several people with whom they could discuss employment possibilities.
4. Have students who are employed share where they work, their duties and job responsibilities with other students.
5. Have students discuss how talking to friends about one another's jobs can help them in their job hunting or career search.

COMMENTS: Research shows that many people of all ages and stages in life obtain employment as a result of friends and/or acquaintances.

Friends and acquaintances who might be considered as resources include parents, parents' friends, school friends, social organizations, school organizations, etc.

NATIONAL GUIDELINES:

VI.7: Identify individuals working in a selected occupation who might be information resources, role models or mentors.

EVALUATION: Students will have talked with some of their friends about their jobs, and then related how this information can be helpful to them.

RESOURCES: Bolles, Richard. The 1989 What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers.
Block, Deborah. How to Get and Get Ahead on Your First Job.

CONCEPT: LEARNING 3.4

TITLE: MAKING DECISIONS

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Identify options and choose between them.

LEVEL: 12

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Review the decision-making process.
    - A. Define the problem
    - B. Identify and rank your goals
    - C. Determine the options
    - D. Analyze the advantages and disadvantages of each option
    - E. Choose the best option
    - F. Act on your decision
    - G. Evaluate your decision
2. Have students make a chart with four columns. In the first column list five decisions recently made on the basis of experience.
3. In the second column list five decisions made from habit.
4. In the third column list five decisions made by following someone else's example.
5. In the fourth column place five decisions that were made on impulse.
6. Identify which of the 20 decisions could have turned out better had the decision-making process been used.
7. Discuss which of the columns were easiest to complete. Does this reveal how the majority of your decisions are made?
8. Discuss the different kinds of decisions and how some fit into each of the categories and some do not.

COMMENTS:

NATIONAL GUIDELINES:

II.2: Demonstrate social skills, self-control, and respect for others.
IX.8: Identify alternate courses of action in a given decision-making situation.

EVALUATION: Students will have reviewed the decision-making process. They will have listed several decisions they have made recently and determined on what basis they make decisions.

RESOURCES: Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).
Harrison, Allen and Robert Bramson. Styles of Thinking: Strategies for Asking Questions, Making Decisions, and Solving Problems.
Dealing With Decisions. (Filmstrips).
Decision Making and Problem Solving. (Disk).

CONCEPT: LEARNING 3.4

TITLE: GROUP CONFLICT

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Examine conflict and solutions in a group setting.

LEVEL: 12

MATERIALS NEEDED: "Solving Group Conflict" Sheet (pg. 548a)

PROCEDURE:

1. Have students form small groups (4-5).
2. Ask students to identify what happens (the feelings that surface) in a conflict with a friend, teacher, parent, etc. (anger, frustration, etc.)
3. Have students discuss safeguards in dealing with conflict:
   A. Don't react immediately when you are angry
   B. Never make important decisions at the height of your anger
   C. Recognize you can't think clearly and your memory does not function properly when you are angry
   D. Use energy generated by the anger for good use (instead of slamming a door or biting your sister, dig a flower bed or hit tennis balls
4. Discuss the 5 methods on page 548a for solving group conflicts.
5. After students have discussed the five methods give them the following problem:

   Imagine that you and your group of friends received enough money to take a vacation together for a week. You must decide where to go, how to get there, what you will do, and how you will spend your money.
6. Discuss which of the five methods was used and to what extent in solving this problem.
7. After each group has resolved the situation, have each group discuss how they felt during the decision-making process.
8. When each group is finished, have them share with other groups what they decided to do and how they felt during the process.

COMMENTS:

NATIONAL GUIDELINES:

II.1: Develop interpersonal skills necessary for harmony in relationships with others.
II.2: Demonstrate social skills, self-control, and respect for others.
II.6: Demonstrate skills in expressing feelings, reactions and ideas in an appropriate way.
IX.8: Identify alternate courses of action in a given decision-making situation.

EVALUATION: Students will have identified feelings that surface during a conflict and discussed safeguards to use in the process of resolving conflicts.

RESOURCES: Abrams, Grace and Fran Schmidt. Activities for Exploring Conflict and Aggression. (Activity Book).
Being Fair and Being Free: A Human Relations Program for the Secondary School. (Activity Book).

SOLVING GROUP CONFLICT

1. Hammer approach. Threats, force, or authority are used by one person. The others submit, usually without protest. This method often results in strained relationships and anger.

2. Compromise. Areas of agreement and disagreement are identified. Each person volunteers to give up something of importance in order to reach a decision. There may be some strained feelings using this method.

3. Consensus. Free, open, full communication occurs. Uncommitted people are persuaded and agreement is eventually reached.

4. Mediation. An uninvolved third party, such as a counselor or consultant, is called in to referee. Sometimes the mediator is asked to make the decision.

5. Creative problem-solving. Alternative solutions are developed through brainstorming. Creative ideas are developed that are acceptable to everyone.

These five methods of resolving group conflict can be used during any stage of decision-making. There may be conflict that needs to be resolved during the planning, execution, or evaluation stages. Which method do you think is the most effective? Which do you think is the least effective?

CONCEPT: LEARNING 3.4

TITLE: MAKING JOB DECISIONS

GOAL: Apply problem solving skills to Learning, Personal-Social, and Career decisions.

OBJECTIVE: Define personal work values.

LEVEL: 12

MATERIALS NEEDED: "Making Job Decisions" Worksheet (Pg. 549a)

PROCEDURE:

1. Have students select two conditions for themselves from those listed on the worksheet - their Bachelor's degree and their first career choice.
2. Next, have them read the "Problem" on the following page.
3. Have students generate and record on a sheet of paper ALL possible choices they could make regardless of their desirability.
4. Next, ask students to go through their list and determine which options they would reject "RIGHT NOW".
5. For rejected options have students identify which values determined their choice, rating the list of values ("VALUES TABLE" on the following page) positive (+), neutral (0), or negative (-).
6. In groups of 4 or 5, have students discuss the following questions regarding this activity:

What are all choices you can make regardless of their desirability?
Which options did you reject immediately? Why?
Does there seem to be a consistent pattern of values in the options immediately rejected?
Are the reasons for rejecting some of the possible options based on the same values?
What positive values do the remaining alternatives have for you?
How do you feel about not being able to obtain a job in your field?
Are there other occupations that would fulfill your work values?
Do you have other interests which you might explore through other work opportunities?

COMMENTS:

NATIONAL GUIDELINES:

IV.6: Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.
VIII.1: Describe the importance of careers as they affect values and life styles.
IX.8: Identify alternate courses of action in a given decision-making situation.

EVALUATION: Students will have identified options and rated those options according to their personal choices based on a given set of circumstances.

RESOURCES: Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).

"MAKING JOB DECISIONS WORKSHEET"

BACHELOR'S DEGREE:	Elementary Education; Architecture; Biology; Social Studies; Physical Education and Recreation.
FIRST CAREER:	Small Business Mgt.; Pharmacy; Construction Mgt.; Forestry; Agriculture Business.

"PROBLEM"

You have just completed your college education. It has taken you five years to finish because you changed your major after the third year. However, you graduated in an area which you find very exciting and think will be personally fulfilling.

You want to return to your hometown. Your problem is that you cannot find a job in your new field in your community. You are beginning to think you wasted five years. However, there are jobs available in your town in your previous career choice.

VALUES TABLE

(+) Positive (0) Neutral (-) Negative

___ Health

___ Family Involvement

___ Money/Wealth

___ Security

___ Recognition/Achievement

___ Imagination

___ Independence

___ Companionship

___ Adventure

___ Influence

___ Knowledge

___ Emotional Strength

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: INDIVIDUAL DIFFERENCES IN IMPORTANT WORK CHARACTERISTICS

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Recognize individual differences regarding work characteristics that students perceive as important.

LEVEL: 12

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Reproduce the "Brainstormed" list from the exercise Career 3.3, "WORK CHARACTERISTICS IMPORTANT TO ME", and give to students.
2. Have students discuss the differences with which they prioritize the items on their list of work characteristics which are important to them in making a career choice.
3. While discussing characteristics that are important to the students, make a tally of which characteristics seem to be most dominant in the group.

COMMENTS: THIS ACTIVITY SHOULD FOLLOW THE ACTIVITY LISTED UNDER CAREER 3.3, "WORK CHARACTERISTICS IMPORTANT TO ME."

NATIONAL GUIDELINES:

V.2: Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

IX.9: Project and describe factors that may influence educational and career decisions.

EVALUATION: Students will have prioritized work characteristics most important to them and through tabulating all responses will identify which characteristics seem to be most dominant in this class.

RESOURCES: Crystal, John and Richard Bolles. Where Do I Go From Here With My Life? (Workbook).
Schrank, Louise. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: DEFINING ASSERTIVENESS

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Define "assertive" and be able to distinguish between assertive, aggressive and passive in order to better evaluate one's own behavior.

LEVEL: 12

MATERIALS NEEDED: "Aggressive, Assertive, Passive" Chart (pg. 551a).

PROCEDURE:

1. Write all three terms on the board, leaving space beneath each one for a definition: ASSERTIVE, PASSIVE, AGGRESSIVE
2. Have students generate working definitions of each type of behavior. Ask first for some examples of the type of behavior generally associated with each and then have the students identify some common elements. For Example:

   Aggressive: Characterized by or tending toward aggression, vigorously energetic, especially in the use of initiative and forcefulness. Inclined to more or act in a hostile fashion.

   Common Elements: pugnacious, militant, boldly assertive, ambitious, adventurous.
3. Next define "passive" in the same way.
4. Finally define "assertive" and discuss with the class the advantages of being assertive or aggressive both in personal life experiences and in career-related experiences.
5. Distribute "Chart: Aggressive, Passive, and Assertive Behavior." Have students analyze the definitions in terms of their own assumptions and feelings.

COMMENTS: Assertiveness is often thought to be a characteristic that only females need to learn to use to overcome passivity. But males need to learn assertive behavior too. Young men often cannot find the middle ground between feeling passive and being too aggressive when they have reason to be angry and so, following stereotypical expectations for males, resort to negative aggression.

NATIONAL GUIDELINES:

I.6: Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.
II.1: Develop interpersonal skills necessary for harmony in relationships with others.
III.3: Demonstrate control of emotions and ways in which they are expressed.
III.6: Exhibit behaviors that are important in maintaining good physical and mental health.

EVALUATION: Students will have discussed the definitions of assertive, passive, and aggressive, and are able to describe the similarities and differences of these behaviors.

RESOURCES: Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).
McFarland, John and Stephen Merman. Coping Through Assertiveness.

CHART: AGGRESSIVE, PASSIVE AND ASSERTIVE BEHAVIOR

	AGGRESSIVE	PASSIVE	ASSERTIVE
Characteristics	Emotionally honest, direct self-enhancing at the expense of another. Expressive. Chooses for others.	Emotionally dishonest, self-denying. Allows others to choose for them. Does not achieve desired goal.	Emotionally honest, direct, self-enhancing, expressive. Chooses for self. May achieve goal.
Your feelings	Righteous, superior, derogative at the time and possibly guilty later.	Hurt, anxious, possibly angry later.	Confident, self-respecting.
The other person's feelings toward you.	Angry, resentful.	Irritated, pity, lack of respect.	Generally respectful.
The other person's feelings about themself.	Hurt, embarrassed.	Guilty or superior.	Valued, respected.

CONCEPT: PERSONAL/SOCIAL 3.1

TITLE: ASSERTIVENESS INVENTORY

GOAL: Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.

OBJECTIVE: Assess levels of comfort in various situations to determine ability to be assertive.

LEVEL: 12

MATERIALS NEEDED: "Assertiveness Inventory" Worksheet (pg. 552a-552b), pencil or pen

PROCEDURE:

1. Distribute one copy of the Assertiveness Inventory to each student.
2. Explain that all of us feel different levels of comfort or discomfort when encountering different situations. (The inventory attempts to help students figure out how they usually feel in a series of typical situations and how they are likely to respond.)
3. Have students go over the list of situations and circle the ones they would like to handle more assertively.

COMMENTS:

NATIONAL GUIDELINES:

I.6: Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.
III.6: Exhibit behaviors that are important in maintaining good physical and mental health.
III.3: Demonstrate control of emotions and ways in which they are expressed.
II.1: Develop interpersonal skills necessary for harmony in relationships with others.

EVALUATION: Students will have responded to the Assertiveness Inventory worksheet, identified their level of comfort/discomfort in handling situations, and identified situations in which they would like to be more assertive.

RESOURCES: McFarland, John and Stephen Merman. Coping Through Assertiveness.
Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).

ASSERTIVENESS INVENTORY: INSTRUCTIONS

Step One: Ask students to indicate their own degree of discomfort in the spaces provided on the left-hand side of the inventory, using the following scale:

Discomfort Scale

1 = no discomfort

2 = a little discomfort

3 = a fair amount of discomfort

4 = much discomfort

5 = extreme discomfort

Step Two: Ask students to go over the list of situations a second time and after each item (in the right hand column) indicate how likely they are to display the behavior listed, using the following scale:

Response Probability Scale

1 = always do it

2 = usually do it

3 = do it about half the time

4 = rarely do it

5 = never do it

Step Three: Ask students to give themselves an assertiveness rating by totaling the points on their right-hand column.
A score of 20-40 would be Good.
A score of 41-60 would be Fair.
A score of 61-100 would indicate a Needs Work rating.

Finally, ask students to go back over the list of situations and circle the ones they would like to handle more assertively.

ASSERTIVENESS INVENTORY

Degree of Discomfort		Situation	Response Probability
	1.	Refusing a request to borrow something you value (homework, clothing, money, etc.)	
	2.	Complimenting a friend.	
	3.	Asking a favor.	
	4.	Resisting sales pressure.	
	5.	Apologizing when you've made a mistake.	
	6.	Turning down a date.	
	7.	Telling a person who is very close to you that something she/he says or does bothers you.	
	8.	Asking for a date with a person.	
	9.	Admitting you don't understand what is being discussed and asking for further explanation.	
	10.	Disagreeing with the opinion of a friend.	
	11.	Applying for a job.	
	12.	Resisting pressure to drink or smoke when you are not interested.	
	13.	Talking with a person about his/her criticism of your behavior/work/etc.	
	14.	Asking for the return of borrowed items.	
	15.	Requesting expected service in a store/restaurant/school when it is not forthcoming.	
	16.	Returning bad merchandise to a store.	
	17.	Resisting sexual overtures when you are not interested.	
	18.	Telling someone good news about yourself.	
	19.	Receiving compliments.	
	20.	Admitting that you are afraid and asking for acceptance.	

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: ASSERTIVENESS IN ACTION

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Recognize and practice assertiveness.

LEVEL: 12

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students identify and write out situations in which they would like to be assertive.
2. Have students identify and write out situations in which they have been assertive and would have been more satisfied or successful had they not been assertive.
3. Have students identify and write out situations in which they have been passive but would have felt better had they been assertive.
4. Form small groups and discuss situations in procedures numbers 1, 2, and 3.
5. Have students plan a "self-assignment" for using assertiveness.
6. Follow up with procedure number 5 at a designated later date by having students appraise their "self-assignment plans."

COMMENTS:

1. This activity should closely follow Personal/Social 3.1, "Defining Assertiveness and the Assertive Inventory" to give students an opportunity to practice these skills.
2. Procedure number 4 could be followed up by role playing a situation discussed in the group.

NATIONAL GUIDELINES:

III.6: Exhibit behaviors that are important in maintaining good physical and mental health.
III.3: Demonstrate control of emotions and ways in which they are expressed.
II.1: Develop interpersonal skills necessary for harmony in relationships with others.
I.6: Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

EVALUATION: Students will have identified situations where they would like to have been more assertive, discussed these situations and developed a self-assignment for practicing assertiveness.

RESOURCES: Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (Activity Book).
McFarland, Rhoda. Coping Through Assertiveness.
Gazda, George et al. Real Talk: Exercises in Friendship and Helping Skills.
Kehayan, Alex. SAGE: Self-Awareness Growth Experiences.
Ratliffe, Sharon and Deldee Herman. Self-Awareness: Communicating with Yourself and Others.

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: GRADUATION

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Examine change and how it affects choices and plans.

LEVEL: 12

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students make a list of plans they have made for after graduation.
2. Have students make another list of changes they foresee in the next year. (college, beauty school, military, job, new place of living, friends, etc.)
   (many of these may be the same as their first list.)
3. Ask each student compare their lists individually and have them look for changes that may affect their plans.
4. Form small groups and have students discuss their plans and the changes involved. Have students exchange ideas about how they see someone elses' plans being affected by change that the person doesn't see.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students will have listed their plans after graduation and changes they think could take place during that year. They will have discussed how or whether these changes might affect their plans.

RESOURCES: The New Independent Living Series. "Lifestyle Changes". (Filmstrip Series).
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.
Crystal, John and Richard Bolles. Where Do I Go From Here With My Life? (Workbook).
Bolles, Richard and Victoria Zenoff. The Quick Job-Hunting Map. (Workbook).

CONCEPT: PERSONAL/SOCIAL 3.2

TITLE: MAKING CHOICES

GOAL: Apply the knowledge of ongoing change in making choices and developing plans.

OBJECTIVE: Describe the impact your decisions may have on others.

LEVEL: 12

MATERIALS NEEDED: "You Are a Member of Many Groups" Handout (pg. 555a)

PROCEDURE:

1. Discuss the ways your decisions affect others. (Explain that our decisions are like pebbles dropped into a pool of water. The ripples from the dropped pebble spread out from the center.)
2. Distribute "You Are a Member of Many Groups" handout and discuss the groups students belong to. (family, school, work, community, citizen, etc.)
3. Have students give examples of past decisions that affected others.
4. Discuss the greater number of decisions to be made as one gets older and assumes more responsibilities.
   (Ex: A student who earns money for continued education reduces the financial burden on parents.)

COMMENTS:

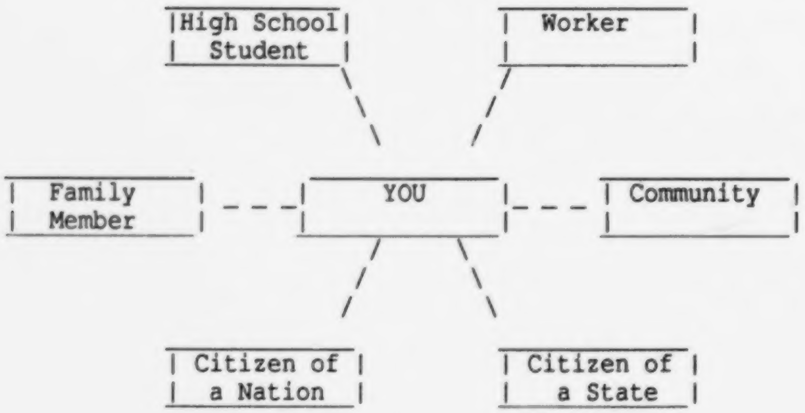
NATIONAL GUIDELINES:

II.2: Demonstrate social skills, self-control, and respect for others.
IX.11: Predict the effect one's career decisions may have on significant others and life styles.

EVALUATION: Students will have discussed how one's decisions affect others and will have given examples of some of those decisions.

RESOURCES: Working Today and Tomorrow.
Innerchoice: Senior High Version. (Kit).
Dilemma. (Game).
Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).

YOU ARE A MEMBER OF MANY GROUPS



An example of how your decisions affect other can be illustrated through the decisions you make as a consumer. When you make a consumer choice, you are also influencing the lives of others. You choose one brand of shoes over another, one gas station out of many, and so on. Each time you do so, you are acting as a consumer voter in the marketplace. With your dollars, you are electing to buy one good or service instead of another. Businesses that attract the dollars of a large enough group of consumers will succeed. Those that don't, won't. Your reactions to products that you buy also involve consumer decisions. If something you buy doesn't work properly, your complaint to the company may help improve the product. The results can bring satisfaction to many consumers. When you decide to recommend a particular product to another consumer, you are also helping a company's chances for success. When businesses are successful, this creates jobs for workers. When businesses fail, workers lose their jobs. Ultimately, then, your consumer choices affect people's jobs.

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: HOW AM I DOING?

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Examine daily habits as they relate to their physical, emotional, and intellectual well-being

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students divide a sheet of paper into two sections. Label one section with those things which contribute to overall well-being and one with those things which do not contribute to well-being.
2. Have students write down all of the activities in which they participate during a typical day such as:
   - A. Reading - school work or for pleasure
   - B. Watching television
   - C. Jogging
   - D. Eating
   - E. Snacking
   - F. Playing games
   - G. Working with a hobby
   - H. Other ------
3. Have students categorize each activity by whether it affects their physical, emotional, or intellectual self.
4. Divide students into groups and have them discuss their lists.
5. Thoughts for discussion:
   - A. Do I spend more time on things that promote well-being or not.
   - B. Do I see any benefits in developing in a particular area. (physical, emotional, or intellectual)
   - C. How can I develop a particular area. (walking, reading, etc.)
   - D. How can a group develop a particular area.

COMMENTS:

NATIONAL GUIDELINES:

III.1: Describe how developmental changes in the life cycle affect physical and mental health.

III.2: Describe the effect of emotional and physical health on one's behavior and career-related decisions.

III.6: Exhibit behaviors that are important in maintaining good physical and mental health.

EVALUATION: Students will have listed their activities in a typical day. They will have categorized these activities and discussed whether or not these activities are beneficial to their development.

RESOURCES: Kolodny, Nancy et al. Smart Choices.

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: POSITIVE PERSONALITY

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Describe characteristics that project a positive personality.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students define the following: trustworthiness, thoughtfulness, enthusiasm, confidence, ambition.
2. Ask students to rate themselves on a scale from 1 to 5 regarding the personality characteristics in procedure #1.
3. Have students form groups and discuss their outcomes. How do they feel? How could they improve?
4. Have students discuss a boastful or aggressive attitude as opposed to a pleasant, friendly, or relaxed attitude.
5. Have students discuss ways in which they can have poise (being sure of themselves).

COMMENTS:

NATIONAL GUIDELINES:

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

EVALUATION: Students have examined personality characteristics and discussed how they are developed and ways of improving them.

RESOURCES: Jobs for the 90's. (Filmstrip).
Daggett, William R. Your Future: Plans and Choices.

CONCEPT: PERSONAL/SOCIAL 3.3

TITLE: UNDERSTANDING FEELINGS AND BEHAVIOR

GOAL: Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.

OBJECTIVE: Identify feelings and needs in self and others in order to understand behavior.

LEVEL: 12

MATERIALS NEEDED: Newspapers and magazine pictures of people, "Twenty Questions" Inventory (pg. 558a)

PROCEDURE:

1. Ask students to select pictures from newspapers and magazines showing people expressing emotions.
2. Have students speculate about what feelings are shown in each picture.
3. Have students imagine themselves in one of the situations depicted, then write a first-person monologue for one picture, explaining the circumstances for his/her emotional reaction to the situation.
4. In small groups have students take turns reading their monologues, then have the small group discuss similar feelings they have experienced in their lives.
5. Use the "Twenty Questions" Inventory as a follow up to encourage self awareness and understanding.

COMMENTS:

NATIONAL GUIDELINES:

III.3: Demonstrate control of emotions and ways in which they are expressed.
III.4: Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.

EVALUATION: Students will have demonstrated an awareness and understanding of feelings that occur in self and others in a variety of circumstances.

RESOURCES: Dossick, Jane and Eugene Shea. Creative Therapy: 52 Exercises for Groups. (Activity Book).
Kehayan, Alex. SAGE: Self-Awareness Growth Experiences.

"TWENTY QUESTIONS" INVENTORY

1. What would you like to do, have, or accomplish?
2. What would you like to do better?
3. What do you wish you had more time for? More money for?
4. What more would you like to get out of life?
5. What are your unfulfilled ambitions?
6. What angered you recently?
7. What made you tense, anxious?
8. What have you complained about?
9. What misunderstandings did you have?
10. With whom would you like to get along better?
11. What changes, for better or worse, do you sense in attitudes of others?
12. What would you like to get others to do?
13. What changes will you have to introduce?
14. What takes too long?
15. What are you wasting?
16. What is too complicated?
17. What "bottlenecks" or blocks exist in your life?
18. In what ways are you inefficient?
19. What wears you out?
20. What would you like to organize better?

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: LIFESTYLE PLANNING

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Examine personal lifestyles and those of others.

LEVEL: 12

MATERIALS NEEDED: "Lifestyle Planning" sheet (pg. 559a)

PROCEDURE:

1. Have students fill out the "Lifestyle Planning" sheet.
2. Form small groups and have students discuss their worksheet.
3. Have students discuss one or two lifestyles they have different reactions toward. (Discuss some of the following issues in regard to lifestyles -- money, security, marriage, work, leisure time.)
4. Have students discuss parent's and friend's lifestyles.
5. Have students discuss their short and long term goals from the worksheet.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

I.2: Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.

X.1: Acquire a basic knowledge of life cycles and corresponding life styles.

X.2: Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.

X.3: Describe ways in which one's career choice may affect future life style.

EVALUATION: Students will have completed the "Lifestyle Planning" sheet and discussed their goals.

RESOURCES: Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).
New Independent Living Series. (Filmstrips).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
Careers and Values: Understanding the Choices. (Filmstrips).

LIFESTYLE PLANNING SHEET

NAME_____________________________________ DATE______________

List three values you feel are important to your well-being (security, feeling worthwhile, family happiness):
1.
2.
3.
List three strengths:
1.
2.
3.
List three wishes (something you have always wanted to do):
1.
2.
3.
List three abilities you have, but have not used:
1.
2.
3.
List some potentials you might have, but have never explored:
1.
2.
3.

Put a check mark in front of what you would give first priority in each category. Considering the above priorities, list what you would like for a:

One-year Goal:____

Five-year Goal:____

Ten-year Goal:____

Now write a short statement about your own lifestyle preferences:
____
____
____

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: CONFLICTS IN LIFE PLANNING

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Examine conflicts when making decisions about lifestyles.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Present the following dilemma to the students:

   "You are engaged to be married and have both just graduated from high school. You want to marry now but your parents have encouraged you to wait. You both are really interested in managing your own business some day and feel a college education would be helpful. Your parents have encouraged both of you to attend the university and will finance it if you wait to marry. If you marry now, one of you will have to work at least the four years needed until graduation. It will probably be difficult for that person to start college after waiting the four years." What do you do?

2. Divide the class into groups of 4-6, making sure that some male and female students are in each group.
3. Ask the groups to arrive at a solution or solutions to the problem presented.
4. Discuss with the class:
   A. Explain your decision.
   B. What alternatives are available?
   C. What are each of the persons immediate educational plans?
   D. What are each of the persons immediate career plans?
   E. What assumptions did you make about male and female roles?
   F. How did it all work out? (Project into their future)
   G. Have they been happy about their decisions?
   H. What might they have done differently?

COMMENTS: A male and female student could act out this situation and discuss their feelings with the class.

NATIONAL GUIDELINES:

X.1: Acquire a basic knowledge of life cycles and corresponding life styles.
X.2: Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.

EVALUATION: Students will have identified several options, discussed each of the options and selected the alternative(s) they believe were better.

RESOURCES: Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity Book).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).

CONCEPT: PERSONAL/SOCIAL 3.4

TITLE: TIME MANAGEMENT FOR LIFE

GOAL: Apply the knowledge of cultural and lifestyle differences to one's life.

OBJECTIVE: Describe how time management can make a difference in how we live.

LEVEL: 12

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students write down the following items and describe what they do in each situation:
    - A. Planning time
    - B. Setting goals (short or long range)
    - C. Setting priorities of goals
    - D. Setting deadlines
    - E. Time to plan, research, read, think
    - F. Avoid wasting time
    - G. Organizing work area (Ex. home, school)
    - H. Saying "no" to more things
2. Have students discuss where they feel they are in relationship to making good use of time.
3. Have students discuss the importance of time usage. How can this effect their lives?
4. Have students discuss their place to get things done (Ex. Library, room, study hall).
5. Have students discuss carrying an "idea book" so they can write down ideas that come to their mind.
6. Have students discuss the steps in procedure #1 as a useful tool to improve time management.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

IX.7: Demonstrate the effective use of time, effort and resources in making decisions.

EVALUATION: Students identified how they use their time and ways to improve time management.

RESOURCES: Women in Nontraditional Careers. (Curriculum Program).

CONCEPT: CAREER 3.1

TITLE: DIFFERENCES IN TYPES OF WORK

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Identify the differences between unskilled, skilled, and professional jobs.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students develop three lists of characteristics of jobs -- one on unskilled jobs, one on skilled jobs, and one on professional jobs.
2. Contrast the differences between characteristics of each of these three job categories.
   - A. What are the differences? (Ex. Skills, responsibilities, working conditions, work schedules, etc.)
   - B. What are some similarities?
   - C. How do salaries differ?
   - D. Do wages reflect the value of each of these types of work?
   - E. Are there differences in preparation for entry into each of these categories? How do they differ?
   - F. Are there also some similarities? What are they?

COMMENTS:

NATIONAL GUIDELINES:

VIII.3: Differentiate among career opportunities on the basis of their contributions to the needs of society.

EVALUATION: Students will have three lists of jobs - skilled, unskilled, and professional. They will have compared the similarities and differences and identified what they believe are the most significant to their career choice.

RESOURCES: Wright, John. The American Almanac of Jobs and Salaries: 1987-88 Edition.
Rettig, Jack. Careers: Exploration and Decision.
Schwartz, Lester and Irv Brechner. The Career Finder.
(Assessment Instruments).

CONCEPT: CAREER 3.1

TITLE: HOW I FIT INTO CAREER CLUSTERS

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Categorize jobs they have had into Career Clusters.

LEVEL: 12

MATERIALS NEEDED: Bulletin Board, colored construction paper cut into different shapes - 4" circles, triangles, squares, rectangles, etc., magic markers

PROCEDURE:

1. Ask students to develop a bulletin board about jobs they have had and have them select a title.
2. Have each student write their name and a job they have had or done on a piece of the cut construction paper. Complete a shape for each and every job they have done (paid or unpaid). (Include any and all jobs such as baby sitting, yard care, house cleaning, paper routes, etc.) EVERYONE HAS DONE SOMETHING THAT WILL FIT.
3. Have students place each of their jobs in the correct Career Cluster group. Then discuss the following questions:
    - A. What are the similar characteristics of the various jobs?
    - B. What are the differences among jobs?
    - C. Would any jobs fit in more than one cluster? Why?
    - D. Which cluster(s) seem to include most of the jobs?
    - E. Are there any clusters which predominately employ females or males? Why?

COMMENTS:

The fifteen Career Clusters are:

1. Business & Office
2. Marketing & Distribution
3. Communications & Media
4. Construction
5. Manufacturing
6. Agri-Business & Natural Resources
7. Marine Science
8. Environmental Control
9. Public Service
10. Health
11. Transportation
12. Hospitality
13. Personal Services
14. Fine Arts & Humanities
15. Consumer & Homemaking

1. This activity should be done over a period of several weeks and may be paralleled and/or integrated with other activities.
2. Students may wish to extend this bulletin board to include school personnel - Teachers, Administrators, Maintenance Personnel, Bus Drivers, Cooks, etc.
3. This activity could be extended to include families of the students.
4. Another extension of this activity could include those jobs which are in some way connected to the operation of the school. (Supplies and equipment the school purchases, technicians who repair equipment used in the school, etc.)

NATIONAL GUIDELINES:

V.2: Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

EVALUATION: Students will have constructed a bulletin board identifying jobs they have had and to which career cluster they belong.

RESOURCES: Career Education Posters. (Posters).
Career Choice Series: How to Match Your Fields of Study to Job Opportunities. (Book Series).

CONCEPT: CAREER 3.1

TITLE: SIX PATHS TO THE FUTURE

GOAL: Apply knowledge of differences within and between occupation/career clusters in making career choices.

OBJECTIVE: Explain six different ways to prepare for careers.

LEVEL: 12

MATERIALS NEEDED: Newsprint and magic markers

PROCEDURE:

1. Have each student identify a career that he or she might like to pursue. Record these careers on newsprint.
2. Divide the class into six small groups, giving each group one of the following "Access Routes" as a category:
    - A. Nontraditional Careers Via Traditional Job-Based Career Ladders.
    - B. Nontraditional Careers Via Industry-Sponsored Training.
    - C. Nontraditional Careers Via Apprenticeship Training.
    - D. Nontraditional Careers Via Community College.
    - E. Nontraditional Careers Via College Preparation.
    - F. Entrepreneurship (Small Business Owners).
3. Explain each category so that students understand the kinds of jobs in each category.
4. Record the results from each group by having the group record its results on newsprint and post for sharing.
5. Discuss access routes that many of the careers listed have more than one access route.
6. Follow up assignment: Have students identify at least two access routes which would lead them to their chosen career areas. From this exercise have them develop questions which they could ask speakers who come to share information about access routes.

COMMENTS:

NATIONAL GUIDELINES:

VI.6: Examine the aspects of self-employment and entrepreneurship as a possible form of employment.

IX.5: Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.

XI.2: Identify evidence of sex stereotyping and sex bias in education programs and the world of work.

EVALUATION: Students will have identified several careers and identified the access route(s) to entry into these careers.

RESOURCES: Career Education Posters. (Posters).

CONCEPT: CAREER 3.2

TITLE: LEGAL AND ILLEGAL DISCRIMINATION

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Analyze employment and admission applications for discriminatory practices.

LEVEL: 12

MATERIALS NEEDED: "Sample Application For Employment" Worksheet (pg. 565a), "Questions For Possible Discrimination" Sheet (pg. 565b-565c), employment applications from local industries, applications and financial aid forms for several post-secondary institutions which may be of interest to the students

PROCEDURE:

1. Ask students to complete applications as though they were applying for a specific position and/or financial aid.
2. Ask students to analyze the applications for questions which may be used for discriminatory purposes or which may be prohibited by law. (See the "Summary Questions of Possible Discrimination", pg. 565b-565c).
3. Have student discuss the following questions regarding the application forms:
   A. What is the purpose of the application process?
   B. What is the function of the application form?
   C. Which questions may be discriminatory and/or prohibited by law?
   D. What is the rationale for the prohibition of certain questions?
   E. What changes do you need to make in your application now?
   F. What are the similarities and differences in the various application forms?
   G. How do the post-secondary application forms compare to the employment application forms?
   H. Are any of the questions asked possibly discriminatory?
   I. Discuss how to handle discriminatory questions.

COMMENTS:

NATIONAL GUIDELINES:

VI.3: Develop a career resource identification plan that reflects the ability to locate, evaluate, and interpret career information.

EVALUATION: Students will have completed application forms and analyzed them for discrimination in information requested.

RESOURCES: Pro's and Con's: Sex Role Options. (Game).
Janus Hi/Lo Illustrated Worktexts. "My Job Application File". (Worktext).

SAMPLE APPLICATION FOR EMPLOYMENT

MR
MRS
MISS
(Print) LAST NAME FIRST NAME MIDDLE NAME MAIDEN NAME

SOCIAL SECURITY NUMBER ___-__-____

TELEPHONE NUMBER (___) ___-____

STREET ADDRESS ______________________ COUNTY ______________

CITY ____________________ STATE _________ ZIP CODE _________

PERSONAL DATA

DATE OF BIRTH ___/___/___ AGE___ SEX: MALE___ FEMALE___

U.S. CITIZEN: YES___ NO___

MARITAL STATUS: SINGLE _____ SEPARATED _____
MARRIED _____ DIVORCED _____
WIDOWED _____

RACE: CAUCASIAN ____ MEXICAN AMERICAN ____ ORIENTAL ____
NEGRO ____ AMERICAN INDIAN ____ OTHER ____

DEPENDENTS: SPOUSE ____ NUMBER OF MINOR CHILDREN ____
AGES OF MINOR CHILDREN ______________

PHYSICAL: HEIGHT___FT.___IN. WEIGHT______POUNDS

IF EMPLOYED ARE YOU WILLING TO TAKE A PHYSICAL EXAMINATION? YES__ NO__

ARE YOU IN GOOD PHYSICAL CONDITION? YES__ NO__

OCCUPATION OF WIFE/HUSBAND: ______________________________

IF YOUR WIFE/HUSBAND IS EMPLOYED, GIVE NAME OF EMPLOYER: ______________________________

TYPE OF POSITION DESIRED

1. ______________________________
2. ______________________________

FULL TIME____ PART TIME____ SUMMER ONLY____ OTHER____

DATE AVAILABLE ________________

WHAT IS MINIMUM SALARY YOU WILL ACCEPT? ______________________________

DO YOU HAVE A DRIVER'S LICENSE? YES___ NO___

IF YES, NUMBER OF THE WHAT IS THE NUMBER OF THE LICENSE? ______________

CAN YOU PROVIDE AN AUTOMOBILE IF YOU ARE APPOINTED TO A POSITION REQUIRING ONE? YES___ NO___

HAVE YOU EVER BEEN DISCHARGED OR FORCED TO RESIGN FROM ANY POSITION? YES___ NO___

IF YES, STATE NAME OF ORGANIZATION AND REASON:

____

____

QUESTIONS OF POSSIBLE DISCRIMINATION

The following are sample questions which are sometimes used on employment applications and in interviews. Each of them could violate laws aimed at achieving equal employment opportunities. For example, the information obtained from these questions may be used to discourage women or minorities from applying for jobs.

It is important to remember that this list focuses on the potential unlawful use of information prior to employment. If some of the following information is needed for post-employment purposes, it can always be obtained after the applicant is hired.

1. AGE? DATE OF BIRTH? The Age Discrimination in Employment Act as amended prohibits discrimination on the basis of age against individuals who are 40 and beyond.

2. ARRESTS? Consideration of arrest records is almost certainly unlawful since an arrest is not an indication of guilt; historically minorities have experienced proportionately more arrests than other groups.

3. AVAILABLE FOR SATURDAY AND SUNDAY WORK? This may discourage applications from persons of certain religions who are prohibited by their beliefs working on Saturday or Sunday. Title VII defines religion to include "all aspects of religious observance and practice, as well as belief." Title VII prohibits discrimination on the basis of religion unless employers can demonstrate that they are "unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship on the conduct of the employer's business.

4. CHILDREN UNDER 18? NUMBER OF CHILDREN? AGE OF CHILDREN? WHAT ARRANGEMENTS WILL YOU MAKE FOR CARE OF MINOR CHILDREN? Usually the purpose of these questions is to explore what the employer believes to be common sources of absenteeism and tardiness; however, it is not equitable or legal to ask this of women only. Title VII prohibits an employer from having one hiring policy for women and another for men.

5. CITIZEN OF WHAT COUNTRY? Discrimination on the basis of citizenship is discrimination on the basis of national origin. Immigrated aliens who are legally residing in this country may not be discriminated against on the basis of their citizenship. The exception to this may involve national security requirements which are mandated by a Federal statute or executive order.

6. CONVICTIONS? Because this question implies that an individual with a conviction will not be employed, it is probably unlawful. An employer does have the right to exclude persons who have been convicted of certain offenses from consideration for certain kinds of jobs. However, this must be done on a carefully considered basis. It is possible to ask this question if the employer indicated that the existence of a criminal record does not constitute an automatic bar to employment.

7. CREDIT RECORD? (CHARGE ACCOUNTS? OWN YOUR OWN HOME? OWN YOUR OWN FURNITURE? OWN A CAR?) Unless this information is necessary for the job there is no need to ask these questions. These questions could discriminate against minority persons and females since their average yearly income is less.

8. EYE COLOR? HAIR COLOR? This information is not related to qualifications for and performance of any job and may serve to discriminate against applicants based on their race.

9. FIDELITY BOND EVER REFUSED TO YOU? This question may represent an indirect effort to find flaws which may exist in an individual's past. Unfortunately, a fidelity bond may be denied for totally arbitrary and discriminatory reasons which the individual does not have an adequate opportunity to know or challenge.

10. FRIENDS OR RELATIVES WORKING FOR US? This question is unlawful if it has the effect of reducing employment opportunities for women and minorities. This question may also reflect a nepotism policy allowing only one partner in a marriage to work for the employer. There is a growing recognition that such a policy generally influences the hiring of women far more often than men and that the policy serves no necessary business purpose.

11. HEIGHT? WEIGHT? These questions are unlawful unless the height or weight are directly related to a job requirement and no other arrangements can be made for those who do not fall within the minimum or maximum guidelines. These requirements are also unlawful when they have the effect of excluding above-average percentages of women and members of certain nationality groups.

12. LOWEST SALARY WHICH WILL BE ACCEPTED? Since women generally have been employed in lower paying jobs than men, and have been paid less than men for the same work, this question may discriminate. It is unlawful to pay a woman less than a man for similar work.

13. MAIDEN NAME? This is not relevant to a person's ability to perform a job and could be used for a discriminatory purpose. For example, a woman's maiden name might be used as an indication of her religion or national origin. This item also constitutes an inquiry into marital status.

14. MARITAL STATUS? Some employers have refused to hire a married woman for certain jobs; this constitutes discrimination. For example, most airlines for many years refused to permit married women to be flight attendants, though other employees could be married. This practice violates Title VII. It is also a violation for an employer to refuse to hire or to pay a married woman less than a married man for the same work because the woman's pay is considered as secondary income while the man's is not. Also, an employer cannot refuse to hire a married woman for any job or for a particular job because of the employer's beliefs concerning morality or family responsibility.

15. MR., MISS OR MRS.? This question is simply another way of asking the applicant's sex and, for women, marital status.

16. PRIOR MARRIED NAME? This question asks, in effect, whether an individual has been divorced. Asked in this manner, however, it is directed at women and thus discriminates. If the employer must have the information as a means of identification for the purpose of pre-employment investigation, it is not considered discriminatory.

17. SEX? Discrimination in employment on the basis of sex, except in the few instances in which sex may be a "bona fide occupational qualification reasonably necessary to the normal operation" of the employer's business, is prohibited by Title VII. There are virtually no jobs which can only be performed by one sex or the other, so there is no reason to ask the applicant's sex on an application which is intended for general use.

18. SPOUSE'S NAME? A spouse's name may be used as an indication of religion or national origin, plus it is an indirect way of asking marital status which is discriminatory.

19. SPOUSE'S WORK? This question is again an indirect way of asking marital status. In addition, some employers have been reluctant to hire a woman if that would make her the second breadwinner in the family, whereas the same employer seldom objects to hiring a man if that would make him the second breadwinner in the family. This question is potentially discriminatory.

20. WIDOWED, DIVORCED OR SEPARATED? This question is another way of asking the applicant's marital status and history. A much larger proportion of women than men in the labor force falls into these categories and, therefore, the question has a potential for discriminating against women.

** Title VII is part of the Civil Rights Act of 1964.

CONCEPT: CAREER 3.2

TITLE: FUTURE FORECASTING

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Describe a future with truly equal employment opportunities.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:
1. Ask students to generate a list of all the aspects of home, family, and work life that would be affected if, by the year 2000 we were to achieve total equality of employment opportunities.
2. In teams of two, have students select one aspect from the list and expand with the team's vision of how things would be different.
3. Share results with the entire group.
4. Discuss which of these objectives we should work toward and what young people could do to reach these ends.

COMMENTS: Include issues dealing with race, sex, religion, age, and any other indicators of inequality that the students wish to pursue.

NATIONAL GUIDELINES:

XI.3: Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.

EVALUATION: Students will have developed a list of effects if total equality of employment opportunities were to become a reality by the year 2000. They will have generated ideas for reaching this goal.

RESOURCES: Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. More Choices: A Strategic Planning Guide for Mixing Career and Family. (Worktext).
Bingham, Mindy et al. Instructors Guide for Choices and Challenges.

804

CONCEPT: CAREER 3.2

TITLE: WORK NEWS UPDATE

GOAL: Apply knowledge of continuous changes of male/female roles as they relate to career choice.

OBJECTIVE: Examine current status of women, men and work as seen by the news media.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students keep a scrapbook for a week of all the newspaper/magazine articles they find about women and work and men and work (note the date and source).
2. At the end of the week, have students compare notes on their findings.
3. Have students discuss the following:
   A. Basic issues raised
   B. Specific message implied
   C. Significance of article in terms of real or token gains
   D. Significance of location in paper of most of the articles

COMMENTS: This activity could be extended with new articles placed on the bulletin board and changed regularly. A file of old articles could be kept for reference.

NATIONAL GUIDELINES:

XI.2: Identify evidence of sex stereotyping and sex bias in education programs and the world of work.

EVALUATION: Students examined articles concerning men and women at work and discussed their findings.

RESOURCES: Local/Regional/National Newspaper and Magazines.

CONCEPT: CARREER 3.3

TITLE: INTEREST TESTS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Complete an Interest Inventory and discuss the results.

LEVEL: 12

MATERIALS NEEDED: An Interest Inventory
Interpretation Manual for the selected test

PROCEDURE:

1. Have students complete an interest inventory.
2. In succeeding class period(s), discuss the results of the interest inventory with the students.
3. Allow students the opportunity to ask questions about their results and to express disagreement with any portion of their test results.
4. After thorough discussion, have students prioritize their list of interests as they feel they should be, using the terminology in the test.
5. Have students discuss results with their parents.

COMMENTS: EVEN THOUGH THIS MAY HAVE BEEN DONE AT THE 10th GRADE IT IS ADVISABLE TO REPEAT THIS ACTIVITY AGAIN AT GRADE 12 DUE TO MATURATION.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have completed an interest test and, using their profiles, discussed the results and prioritized their list of interests.

RESOURCES: Career Directions. (Assessment Instruments).
Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.

CONCEPT: CAREER 3.3

TITLE: INTERPRETING TEST RESULTS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Interpret results of Interest tests they have taken.

LEVEL: 12

MATERIALS NEEDED: Profiles of an Interest test that students have taken

PROCEDURE:

1. Define what the test measures and how it is measured. (Use the test manual to obtain definitions,)
2. Explain what the test scores mean. Discuss with the students who they are being compared to (the Norm Group). Is the comparison group appropriate?
3. Using the test manual, explain the reliability and validity issues of the test. Is the test reliable enough to use as a single reference for making a decision or is more evidence needed? Is the test valid enough to use as a single reference for making a decision or is more evidence needed?
4. Discuss with the class the question, "Does the information from this test match other information I have about myself." (Other information about yourself may come from your work and/or school experience, from parents, teachers, other adults, peers, and from yourself, such as "this is easy for me", "I like this", "I am good at this", etc.)
5. Have students summarize their thoughts about the information from the test. Does it fit with what they know, think, or feel about themselves?
6. Have students discuss the results of the test with their parents. Do the results seem to match with what their parents know about them?
7. Students should now be ready to look at what test results imply about career choices.

COMMENTS: THIS EXERCISE SHOULD BE USED BEFORE ATTEMPTING TO APPLY TEST RESULTS TO DECISION MAKING.

NATIONAL GUIDELINES:

IV.1: Demonstrate the application of academic and vocational skills to the achievement of personal goals.

EVALUATION: Students have discussed the results of their interest tests and analyzed the results for validity, reliability, and how well they believe the information applies to them.

RESOURCES: Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide.

CONCEPT: CAREER 3.3

TITLE: MATCHING INTERESTS TO CAREERS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify occupations that match your interests from a career interest inventory.

LEVEL: 12

MATERIALS NEEDED: Results from previously taken Interest Inventory

PROCEDURE:

1. From the previous activity in which students prioritized their interests from an interest inventory, have students develop a list of occupations that would support their two or three highest rated interests.
2. Ask students to identify two or three occupations to examine in more detail regarding the question, "How well does this occupation fulfill my interest?"
3. Have students discuss their findings.

COMMENTS: Activity number 2 (above) may be given as a homework assignment with students returning to class to share and discuss their findings.

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have identified two or three occupations that match their highest interests and selected 2 or 3 which they have examined in detail for how well these occupations fit their interests.

RESOURCES: Self-Exploration Series. (Disks).
Schwartz, Lester and Irv Brechner. Career Finder. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: ASSESSING APTITUDES

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Complete an Aptitude test and discuss the results.

LEVEL: 12

MATERIALS NEEDED: Aptitude Test (of your choice), Interpretation Manual for the selected test

PROCEDURE:

1. Have students complete an aptitude test that you have selected.
2. In succeeding class period(s), discuss the results of the aptitude test with the students.
3. Allow students the opportunity to ask questions about their results and to express disagreement with any portion of their test results.
4. After thorough discussion, have students rank-order their aptitudes as determined by the test. (May also have students rank-order the results of the test in the way they would prefer them to be if they tend to disagree with the results.)

COMMENTS: This will take at least two class periods.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

IV.2: Relate achievement of academic and vocational skills to personal interests.

EVALUATION: Students will have the results of their aptitude test, discussed the results and rank-ordered their scores.

RESOURCES: Barrett, James and Geoffrey Williams. Test Your Own Job Aptitude: Exploring Your Career Potential. (Assessment Instruments).
Klein, Ken and Celia Unterman. Career Aptitude Tests. Self-Exploration Series. (Assessment Instruments).
Gale, Barry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: APTITUDE MATCH

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify occupations that match your aptitudes.

LEVEL: 12

MATERIALS NEEDED: Results from an aptitude test

PROCEDURE:

1. From the previous activity in which students rank-ordered their aptitudes from an aptitude test, have students develop a list of occupations that would support their highest rated aptitude.
2. Ask students to identify two or three occupations to examine in more detail regarding the question, "How well does this occupation fit with my aptitude?"
3. Discuss your findings.

COMMENTS: Activity number 2 (above) may be given as a homework assignment with students returning to class to share and discuss their findings.

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have identified two or three occupations that match their highest aptitude scores.

RESOURCES: Barrett, James and Geoffrey Williams. Test Your Own Job Aptitude: Exploring Your Career Potential. (Assessment Instruments).
Klein, Ken and Celia Unterman. Career Aptitude Tests. (Assessment Instruments).
Gale, Barry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (Assessment Instruments).

CONCEPT: CAREER 3.3

TITLE: PERSONALITY CHARACTERISTICS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Explain what is meant by the term "personality characteristics."

LEVEL: 12

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Brainstorm - List on the chalkboard those adjectives that students believe describes a personality characteristic.
2. Divide into groups of 3-4 and have students discuss personality characteristics they believe they have, those they would like to further develop and those they would not want.

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have generated a list of personality characteristics, identified those they believe they have, those they would like to develop, and those they would not want.

RESOURCES: Laird, Donald et al. Psychology, Human Relations and Work Adjustment. Chapter 2.
Keirsey, David and Marilyn Bates. Please Understand Me. (Assessment Instrument).
Mamchur, Carolyn. Insights: Understanding Yourself and Others.

CONCEPT: CAREER 3.3

TITLE: PERSONALITY ASSESSMENT

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Complete a Personality Inventory and discuss the results.

LEVEL: 12

MATERIALS NEEDED: A Personality Inventory (Myers-Briggs is a commonly used one), Holland's Self-Directed Search (Career Personality)

PROCEDURE:

1. Have students complete a personality inventory.
2. In succeeding class period(s), discuss the results of this personality inventory with the students.
3. Allow students the opportunity to ask questions about their results and to express disagreement with any portion of their inventory results.
4. After thorough discussion, have students identify their dominant personality types (rank-order) as determined by the test. (EMPHASIZE THAT ALL PERSONALITY TYPES HAVE POSITIVE CHARACTERISTICS AND THAT THERE IS NO SUCH THING AS A BAD PERSONALITY TYPE.)

COMMENTS:

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have completed a personality inventory, identified and rank-ordered their dominant personality types, and expressed their agreement or disagreement with the results.

RESOURCES: Laird, Donald et al. Psychology, Human Relations and Work Adjustment. Chapter 2.
Keirsey, David and Marilyn Bates. Please Understand Me. (Assessment Instrument).
Mamchur, Carolyn. Insights: Understanding Yourself and Others.
Myers-Briggs Type Indicator Manual.
Holland, John. Self-Directed Search Manual. (Assessment Instruments).

812

CONCEPT: CAREER 3.3

TITLE: MATCHING PERSONALITY AND CAREERS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify occupations complementary to personality type.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. From the previous activity in which students identified their personality characteristics from a personality inventory, have students develop a list of occupations that would be most complementary to their personality.
2. Ask students to identify two or three occupations to examine in more detail regarding the question, "How well does this occupation fit with my personality type?"
3. Discuss your findings.

COMMENTS: Activity number 2 (above) may be given as a homework assignment with students returning to class to share and discuss their findings.

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have identified two or three occupations that match their personality characteristics and examined in some depth how well they match.

RESOURCES: Self-Assessment: A Tool for Career Decision. (Filmstrips).

CONCEPT: CAREER 3.3

TITLE: LIFE GOALS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Name goals you would like to accomplish in your lifetime.

LEVEL: 12

MATERIALS NEEDED: Paper, pencil or pen

PROCEDURE:

1. Have students make a list of things they think they would like to accomplish in their lifetime.
2. Ask students to divide their list into those things they would like to accomplish:
   - A. in the next 5 years
   - B. in the next 25 years
   - C. after the next 25 years
3. Have students discuss their life goals with each other.

COMMENTS: Emphasize the idea that differences are healthy and that everyone should not be expected to do the same things. Success in life is accomplishing what one wants and believes is important to accomplish -- not what others think you ought to do.

NATIONAL GUIDELINES:

I.1: Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.

EVALUATION: Students will have identified some life goals and categorized them into 5 year, 25 year, and 35 year timelines.

RESOURCES: Setting Career Goals the Micro Way. (Disk).
Kosuth, Joan and Sandy Minnesang. Choices: A Course in Personal Decision Making. (Activity book).
Values in America. (Filmstrips).
Presno, Vincent and Carol Presno. The Value Realms: Activities for Helping Students Develop Values. (Activity Book).
The New Independent Living Series. (Filmstrip Series).

CONCEPT: CAREER 3.3

TITLE: CAREER FIELDS RELATED TO LIFE GOALS

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify career opportunities in fields of general interest as they relate to your life goals.

LEVEL: 12

MATERIALS NEEDED: Results from "More About Me" worksheet (Pg. 577a)
Life Goals from previous activity (Pg. 576)

PROCEDURE:

1. Have students lay out their list of life goals.
2. Have students look at the career fields identified from their interest, aptitude, and personality inventories.
3. Compare all these lists and determine careers in which all of these seem to match.
4. Have students discuss those which seem to match and those that do not match. (What are the commonalities that match and what is there about some of them that do not seem to match?)

COMMENTS:

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have compared occupations they previously selected as matching their interests, aptitudes, and personalities, and compared them to their life goals. From this synthesis they will have determined the Career Area(s) that seem to fit best.

RESOURCES: Careers and Values: Understanding the Choices. (Filmstrips).
Setting Career Goals the Micro Way. (Disk).
Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. (Worktext).
Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. (Worktext).
Self-Exploration Series. "Career Exploration". (Disks).

CONCEPT: CAREER 3.3

TITLE: MORE ABOUT ME

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Explain how the results of each of the following may be used to formulate career goals (occupational, educational, citizen, family or leisure): interest inventories, achievement tests, performance records and standardized ability tests.

LEVEL: 12

MATERIALS NEEDED: Student results from: Interest Inventory, Aptitude Test, Personality Inventory, Achievement Test, Standardized Ability Test, Student Grades, "More About Me" Worksheet (pg. 578a), pencils or pens

PROCEDURE:

1. Distribute "More About Me" worksheet and make available to the students the results of their interest, achievement and ability tests along with their grades.
2. Have students complete the "More About Me" worksheets.
3. Formulate possible career goals based on this recorded information.
4. Conduct a group discussion so that students can share their own findings and learn from one another's efforts.

COMMENTS: This activity should be done only after a series of sessions in which students have taken and received interpretations from each of the above cited tests. (Ex. Interests, achievement, aptitude, personality, ability, etc.)

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

EVALUATION: Students will have completed the "More About Me" worksheet and discussed their responses, formulating possible career goals based on this information.

RESOURCES: Test manuals for the tests used in the series of activities synthesized in this activity.

NAME______________________________

MORE ABOUT ME WORKSHEET

I. List the subjects and grades you received while in high school.

II. My Interest Inventory revealed that:

III. The results of my achievement tests were:

IV. Standardized ability tests showed that:

V. Aptitude test results showed that:

VI. Personality inventory results indicate that:

VII. Based on the above data, a possible career goal for me is:

CONCEPT: CAREER 3.3

TITLE: WORK CHARACTERISTICS IMPORTANT TO ME

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Identify characteristics of the work setting students feel are most important to them in selecting a career.

LEVEL: 12

MATERIALS NEEDED: Chalkboard, chalk, paper, pencil or pen

PROCEDURE:

1. Form small groups of 3-4 students. Have students brainstorm and record a list of reasons for selecting a particular career.
2. Record on the chalkboard all items generated by each group.
3. Have each student select and prioritize the work characteristics they feel are most important to them in selecting a career.

   (Examples: Income, where they will live, whether they wish to work mostly with people or with data or with things, whether they prefer to work mostly indoors or outdoors, etc.)

COMMENTS:

NATIONAL GUIDELINES:

VIII.1: Describe the importance of careers as they affect values and life styles.
IX.11: Predict the effect one's career decisions may have on significant others and life styles.
X.1: Acquire a basic knowledge of life cycles and corresponding life styles.

EVALUATION: Students will have identified the work setting characteristics they consider very important to them individually as they select their career.

RESOURCES: Careers and Values: Understanding the Choices. (Filmstrips).
Career Directions. (Assessment Instruments).
Bolles, Richard. The 1989 What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers.
Hooker, Dennis and Almut Fleming. Me and Jobs. (Workbook).

CONCEPT: CAREER 3.3

TITLE: COMPANY INFORMATION FOR THE JOB INTERVIEW

GOAL: Apply knowledge of personal interests, skills, and aptitudes to career choices.

OBJECTIVE: Obtain information about the company where you are going to have a job interview.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students select a company they might like to work for.
2. Describe the position they would apply for within this company.
3. Then have students gather information about that company.
   - A. What is the major product or service of this company?
   - B. Is the company local only; is it regional or national?
   - C. What is their history? (been in business a short time or 100 years, etc.)
   - D. How does the job you are seeking contribute to this product or service?
   - E. What are the major responsibilities of the job you are seeking?
   - F. What skills or knowledge are necessary to carry out these responsibilities?
   - G. Which of these skills or knowledge do you have?
   - H. How can my being employed by this company be a benefit to that company?

COMMENTS: Company employers are impressed by an interviewee who shows an interest in the company. The most effective way to demonstrate interest is to know something about the company or institution. However, after learning more about a company the individual may decide they would rather not work for that company. (another example of the continuousness of decision-making skills)

NATIONAL GUIDELINES:

VI.6: Examine the aspects of self-employment and entrepreneurship as a possible form of employment.

EVALUATION: Students will have gathered historical and production information about a selected company and related the skill they have to the activities of the company.

RESOURCES: Levering, Robert et al. The 100 Best Companies to Work for in America.
Schrank, Louise. Lifeplan: A Practical Guide to Successful Career Planning. (Workbook).
Career Directions. (Assessment Instruments).

CONCEPT: CAREER 3.4

TITLE: DEFINING WORK

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Define the term "work" and discuss feelings about work.

LEVEL: 12

MATERIALS NEEDED: Chalkboard, chalk

PROCEDURE:

1. Have students define "work" and record their definitions on the chalkboard. Include the following:
    - A. What are the primary characteristics of work?
    - B. Are volunteer and community activities considered work? Why or why not?
    - C. Is homemaking considered work? Why or why not?
2. Have students synthesize their responses into a general statement.
3. Give Webster's New Collegiate Dictionary definition which is: "activity in which one exerts strength or faculties to do or perform something."
4. Have students compare their definition to the dictionary definition. Are they essentially the same? Different? In what ways are they alike and different?
5. Next have students list the importance of work and reasons for working. Include economic necessity, personal and social value, and personal fulfillment for individuals and families. Also include the value of work as a contribution to the community, state, nation, and world. Use the following questions as a guide:
    - A. Why do you think people work?
    - B. Is work an important factor in most people's lives? Why or why not?
    - C. How many of your mothers work in and outside the home? Why do they work two jobs?
    - D. Do any of your fathers work two jobs in or outside the home?
    - E. Why do some jobs have more social value and importance than others?
    - F. What can people do who are out of work?

COMMENTS:

NATIONAL GUIDELINES:

V.1: Identify the positive contributions careers make to society.
X.4: Explain the contribution of a career to a balanced and productive life.

EVALUATION: Students will have defined "work" and discussed the importance of work to people, the community, state, nation, and world.

RESOURCES: Why Work?. (Filmstrips).

CONCEPT: CAREER 3.4

TITLE: ATTITUDES TOWARD WORK

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Discuss attitudes toward work.

LEVEL: 12

MATERIALS NEEDED:

PROCEDURE:

1. Have students discuss how they feel about work.
   - A. How do you feel about going to work?
   - B. Do you want to work?
   - C. If you don't want to work, what would you prefer to do?
   - D. Do you feel work should be only a way to earn money or do you feel work should be personally satisfying? Why?
2. After students have discussed these questions have them write a paragraph about "How I feel about work".

COMMENTS:

NATIONAL GUIDELINES:

I.3: Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.

I.4: Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.

EVALUATION: Students will have discussed their feelings toward work and expressed their individual feelings about work through their written paragraphs.

RESOURCES: Why Work?. (Filmstrips).
Johnson, Helen. How Do I Love Me?.
Self-Assessment: A Tool for Career Decision. (Filmstrips).

CONCEPT: CAREER 3.4

TITLE: EMPLOYABILITY SKILLS CHECKLIST

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Students examine their own knowledge of employability skills.

LEVEL: 12

MATERIALS NEEDED: "Employability Skills" Checklist (pg. 583a-583e), pencil or pen

PROCEDURE:

1. Have students complete the "Employability Skills" Checklist. (The checklist is designed to help the student focus on areas which are important for employment.)
2. Read through the items and place a check in the column to the right of each question.
3. If students can already do the task, mark yes. If they do not think they can do the task, mark no. If they are not sure, mark not sure.
4. Upon completion, have students indicate areas of deficiency.

COMMENTS: When areas are marked "no" or "not sure", these items can be looked upon as indicators where the individual student needs help. Referrals can be made to teachers with expertise in these areas. Also, units or activities can be developed for those areas needing attention.

NATIONAL GUIDELINES:

IV.2: Relate achievement of academic and vocational skills to personal interests.
VI.4: Use various classification systems that categorize occupations and industries (i.e., Dictionary of Occupational Titles).

EVALUATION: Students will have completed the "Employability Skills" Checklist and have identified areas in which they need more information.

RESOURCES: Guide for Occupational Exploration. (GOE).
Dictionary of Occupational Titles. (DOT).
Appalachia Educational Laboratory. (AEL). Worker Trait Group.
The Employability Inventory/Seven Steps to Employment. (Disk).
Block, Deborah. How to Get and Get Ahead on Your First Job.

EMPLOYABILITY SKILLS CHECKLIST

Do you/Can you . . .	Yes	No	Not Sure
1. List in order the careers you are most interested in?			
2. List three (3) worker trait groups that match your career interests?			
3. List general education requirements for three (3) job groups (WTGs) that match your career interests?			
4. List things which influence your lifestyle and how these things affect career choices (Ex. your friends or the neighborhood in which you live)?			
5. See how your opinion of yourself influences your ability to be good at your job?			
6. Describe how risk-taking affects your career choices?			
7. Tell the kinds of/and how many job risks you are willing to take in choosing a career?			
8. Describe what you most hope to get from your job (Ex. money, power, pride)?			
9. Describe, in general, what is required in three (3) WTG's related to your career interests?			
10. Describe the physical conditions you would agree to have in a work situation (Ex. loud or quiet, outdoors or indoors)?			
11. Describe the work hours you would agree to work (Ex. nine to five, night shift, weekends)?			
12. Describe where you prefer to work (in the city, out in the country, in a neighborhood suburb, close to home)?			
13. Clearly define problems or decisions you have to make?			
14. Find different ways to solve your problems or make decisions?			
15. Tell how and where to collect information to help you make decisions?			
16. Understand and use information you collect?			
17. Make a decision and then figure out a plan to meet your goals or solve your problems?			
18. Review and update your plans regularly?			
19. List/describe ways to find out where job openings are?			
20. Use employment guides to find work or job openings?			

		Yes	No	Not Sure
21.	Choose three (3) jobs you might want that match your abilities, interests, education, and experience?			
22.	Find and use information which will help you predict how many jobs there will be (in which you are interested) at the local, state, and national level?			
23.	Know where and how to find information on getting money for education and training?			
24.	Know places which allow you to gain work experience skills (Ex. Explorers, Jr. Achievement, CETA)?			
25.	Write a letter or application for a job?			
26.	Fill out a job application?			
27.	Write a resume/vita (formal list of education and job experiences you have already had)?			
28.	Tell the steps to follow in applying for a job?			
29.	Complete a W-4 tax form?			
30.	Describe how to get a social security number?			
31.	Describe how to get a work permit?			
32.	Describe some ways work hours are assigned by businesses?			
33.	Describe the correct steps to take when you are too ill to report to work or when you get sick at work?			
34.	Describe the correct steps to take to apply for vacation or annual leave?			
35.	Describe how bosses in different jobs and businesses expect you to act toward your work or behave on the job?			
36.	Describe what you should do when you have a work problem on the job?			
37.	Explain how to "deal with" problems with other employees on the job?			
38.	Describe why you need to be willing to make changes and to adjust in a work situation?			
39.	Tell how your own habits, behaviors, and feelings affect others?			
40.	Describe what the safety rules are in a work situation?			

		Yes	No	Not Sure
41.	Describe what steps to take if there are unsafe working conditions at a job site?			
42.	Know about "employee rights" and discrimination (unfair treatment) in terms of sex, race, and age?			
43.	Explain what you should do if you feel you have been unfairly treated on the job because of sex, race or age?			
44.	Describe what union or professional group matches specific job areas?			
45.	Read and understand a pay statement or pay stub?			
46.	Describe how overtime pay is figured out?			
47.	Use your basic math skills to figure the exact amount of overtime pay you get?			
48.	Tell what "compensatory time" means?			
49.	Name three (3) jobs that match your career interests?			
50.	List the education you need for three (3) jobs which match your career interests?			
51.	List the tasks and duties of three (3) jobs that interest you?			
52.	Describe three (3) jobs of interest to you which have similar education and experience requirements?			
53.	Describe specific things that are required for three (3) jobs which match your career interests?			
54.	Describe types of extra benefits you want in a job (Ex. retirement or vacation)?			
55.	Describe the future need for three (3) specific jobs which interest you?			
56.	Describe the things you would think in choosing the area (part of town/section of the country) where you want to work?			
57.	Clearly state problems or decisions you have to make?			
58.	Find different ways of solving your problems or making decisions?			
59.	Tell how and where to get information to help you make decisions?			
60.	Understand information you collected?			

	Yes	No	Not Sure
61. Decide to do something and make a plan to meet your goals or solve your problems?			
62. Review and update your plans regularly?			
63. Describe an occupation (job) ladder for your career that shows steps or levels for moving up (Ex. stock boy- sales clerk- floor manager- store manager- vice president)?			
64. Write a plan for getting any education, training, or experience you need for a specific job?			
65. Find one job to enter as a first step in your career?			
66. List the pros and cons (advantages and disadvantages) or different job-finding sources (Ex. private employment agency. pro = help you find a job quicker; con = charge you a high fee)?			
67. Choose the best sources for finding the type of work in which you are interested?			
68. List regional or geographic areas where you might find the job you are looking for?			
69. Describe any union or professional group that you would have to join to get the specific job you want?			
70. Tell how to become a member of a professional group or union which is related to your specific job?			
71. Describe how to set up an appointment for a job interview?			
72. Describe the way you should act during a job interview?			
73. Describe the way you should dress during a job interview?			
74. Respond correctly to questions during a job interview?			
75. List questions which would be proper to ask during a job interview?			
76. Describe state and national laws and regulations about labor or taxes which might affect jobs (Ex. Workmen's Compensation, Social Security)?			
77. Tell when you would be able to get the federal (national) minimum wage?			
78. Describe how to file a complaint in a specific work situation (Ex. report to a union steward and then . . .)?			
79. Describe how salary or wages are figured for a specific job?			
80. Describe how fringe benefits are figured for a specific job?			

		Yes	No	Not Sure
81.	Figure out the amount of sick leave you have earned in a given situation?			
82.	Add the number of vacation days you have earned in a given work situation?			
83.	Describe how to find out about new job openings?			
84.	Give reasons employers promote employees and give them raises (Ex. "seniority" or number of years with the company, experience, attitude) in a specific work situation?			
85.	Describe how to apply for a promotion in a work situation?			
86.	Describe how to apply for overtime in a work situation?			
87.	Explain how to ask for a raise in pay in a specific work situation?			
88.	Describe how businesses regularly evaluate (grade) employees in a specific work situation?			
89.	Describe what types of additional education, training and experience are needed for growth in a specific work situation?			
90.	Describe how to avoid being unhappy with your job ("work alienation")?			
91.	Identify reasons that people want or are forced to change jobs?			

CONCEPT: CAREER 3.4

TITLE: JOB INTERVIEW SKILLS

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Recognize and demonstrate effective interview skills.

LEVEL: 12

MATERIALS NEEDED: Video camera

PROCEDURE:

1. Have students discuss:
    - A. What is a job interview?
    - B. What happens at a job interview?
    - C. What are appropriate actions in an interview? (Ex. Promptness, clothing, honesty, etc.)
2. Have students role play job interviews with each other.
3. Videotape the interviews for students to analyze their behavior during an interview.
4. Allow time for group discussion and feedback from each group.

COMMENTS: Ask an employer from the community to visit with the class about interviewing.

NATIONAL GUIDELINES:

VIII.3: Differentiate among career opportunities on the basis of their contributions to the needs of society.

EVALUATION: Students will have identified important elements in a job interview. They will have role-played the interview process and analyzed their behavior.

RESOURCES: Block, Deborah. How to Get and Get Ahead on Your First Job. Chapter 3.

CONCEPT: CAREER 3.4

TITLE: CAREER DAY

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Interact with a large number of women and men who are employed in a variety of traditional and non-traditional career areas.

LEVEL: 12 (may include all high school)

MATERIALS NEEDED: "Career Day" Outline (pg. 585a)

PROCEDURE:

1. Invite a number of men and women who work in various careers to the school to speak to the students about the benefits, satisfactions and responsibilities of their jobs.
2. Provide students with the "Career Interaction Outline".
3. Request students to participate in the Career Day activities.

COMMENTS: This is a good activity for parent involvement. Parents may be invited to share information about their jobs and all parents may be invited to participate in the activity.

NATIONAL GUIDELINES:

VI.7: Identify individuals working in a selected occupation who might be information resources, role models or mentors.

EVALUATION: Students will have completed "Career Day Outline" sheets to evaluate the information they received from each session. The Career Day activities may be further evaluated through follow up activities and discussions.

RESOURCES: Career Education Posters. (Posters).
Community Resource People and Parents.

CAREER DAY OUTLINE

1. WHAT WERE THE FACTORS THAT INFLUENCED THE SPEAKER'S CHOICE?

2. DID THE SPEAKER INTEGRATE THEIR VALUES, INTERESTS, AND ABILITIES INTO THEIR CAREER CHOICES?

3. WHAT DID THE SPEAKER GIVE AS THE RANGE OF EARNINGS AND BENEFITS IN THEIR CAREER FIELD?

4. WHAT DID THE SPEAKER GIVE AS SATISFACTIONS OR DISSATISFACTIONS THAT EXIST FOR THEM IN THEIR CAREERS?

5. WHAT IS THE NATURE OF THEIR CAREER ON A DAY-TO-DAY BASIS?

6. HOW IS THE SPEAKER'S LIFESTYLE AFFECTED BY THEIR CAREER CHOICE?

7. WHAT IS THE OCCUPATIONAL OUTLOOK FOR CAREERS IN THIS SPEAKER'S FIELD? FOR WOMEN? FOR MEN?

8. WHAT DID YOU LEARN FROM THIS SPEAKER THAT WILL HAVE AN AFFECT ON YOUR CAREER CHOICE?

9. WHAT THINGS DID THE SPEAKER SAY ABOUT THEIR CAREER THAT ESPECIALLY ATTRACTED YOUR INTEREST?

10. WHAT THINGS ABOUT THIS CAREER DID YOU NOT LIKE?

CONCEPT: CAREER 3.4

TITLE: FOLLOW UP FOR CAREER DAY

GOAL: Apply knowledge of the meaning of work to career choice.

OBJECTIVE: Identify and analyze gains from the "Career Day".

LEVEL: 12 (may be conducted with each grade level who participated in Career Day)

MATERIALS NEEDED:

PROCEDURE:

Ask students to discuss the following questions related to their participation in the "Career Day" activities in addition to discussing the questions from their "Career Day Outline".

1. What specific learning occurred for you?
2. What new ideas did you get from talking to speakers?
3. Which speaker impressed you the most? Was it that person's (his or her) personality, lifestyle, or career that impressed you?
4. Which speaker would you most want to be like personally?
5. Which speaker's career did you find most appealing?
6. What did you find out that surprised you?
7. What did you find out that disappointed you?
8. What other occupation would you like to have had represented? (List these on the chalkboard - these may then be further discussed or, if there is enough consensus among the group, a person in that career may be invited as a resource speaker.)

COMMENTS: Suggestions from number 8 above may provide a list of careers to be sure to include in a Career Day in the future.

NATIONAL GUIDELINES:

VIII.1: Describe the importance of careers as they affect values and life styles.

EVALUATION: Students will have identified specific things they learned from their participation in Career Day activities and related those which they think were most beneficial to their career selection.

RESOURCES: Career Education Posters. (Posters).

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	**2.0 LEARNING**	**3.0 LEARNING**
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	**2.0 PERSONAL/SOCIAL**	**3.0 PERSONAL/SOCIAL**
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	**2.0 CAREER**	**3.0 CAREER**
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

APPENDICES

Appendix A: NE School Counselor Endorsement 1

Appendix B: ASCA Ethical Standards for School Counselors. 2

Appendix C: ASCA Position Statement for Developmental Guidance and Counseling Program. . . . 6

Appendix D: ASCA Position Statement - The School Counselor and Developmental Guidance. . . . 9

Appendix E: Counselor Assessment of the Guidance Program. 13

Appendix F: Needs Assessments:

* Teacher - Elementary Level. 15

* Student - Primary Level 16

* Student - Intermediate Level. 17

* Teachers - Secondary Level. 18

* Parents 20

* Student - Secondary Level 22

Appendix G: Professional Counselor Evaluation. 23

Appendix H: National Career Development Guidelines Elementary Level. 26

Appendix I: National Career Development Guidelines Middle School/Junior High 30

Appendix J: National Career Development Guidelines High School 34

Appendix K: Bibliography K - 5 39

Appendix L: Bibliography 6 - 8 43

Appendix M: Bibliography 9 - 12. 52

* Oklahoma State Department of Education, "Building Skills For Tommorrow", March 1988

NOTE: The list of organizations which have endorsed the NOICC Guidelines (Appendix H, I, J, above) now includes:

American Vocational Association (AVA) Guidance Division
American School Counselor's Association (ASCA)
National Career Development Association (NCDA)
Association of Computer-Based Systems for Career Information (ACSCI)
National Association of State Career Development/Guidance Supervisors (NASCD/GS)
National Association of State Occupational Information Coordinating Committees (NASOICC)
American Association of Counseling and Development (AACD)

APPENDIX A

TITLE 92
CHAPTER 24

005.04 School Guidance Counselor.

005.04a Grade Level: K-6, 7-12.

005.04b Endorsement Type: Field.

005.04c Persons with this endorsement may serve as school guidance counselors in Kindergarten through grade 6 or grade 7 through grade 12.

005.04d Academic Requirements.

005.04d1 Program Preparation - The endorsement shall require 36 semester hours in guidance counseling courses and a Master's Degree in Guidance and Counseling. Instruction shall include various counseling techniques and approaches to individual and group problem solving, analysis of verbal and non-verbal behavior, ethics in counseling; assisting in the realization of personal goals for young persons from differing ethnic and cultural backgrounds and for exceptional children; career development; interpretation and usage of standardized and non-standardized tests; the administration of school guidance counseling programs; how to use research data correctly; how to use school, community and state referral resources correctly; consultation techniques; and approaches to behavioral change.

005.04d2 Practicum Experience - This endorsement requires a minimum of one semester in a practicum supervised by a standard institution of higher education in an approved or accredited elementary or secondary school at the level for which the candidate is preparing to work.

005.04d3 Teaching Requirements - Persons shall have at least two years of teaching experience before receiving endorsement.

APPENDIX B

American School Counselor Association
Ethical Standards For School Counselors

Preamble

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived.

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right to choice and the responsibility for decisions reached.
4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
5. The counselor-client relationship is private and thereby requires compliance with all laws, policies, and ethical standards pertaining to confidentiality.

A. Responsibilities to Pupils

The school counselor:

1. Has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which he/she may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.

7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.
8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
9. Informs the appropriate authorities when the counselee's or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
10. Provides explanations of the nature, purposes, and results of tests in language that is understandable to the client(s).
11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. Responsibilities to Parents

The school counselor:

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.
4. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

C. Responsibilities to the School and Community

The school counselor:

1. Supports and protects the educational program against any infringement not in the best interest of pupils.
2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.
3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.

5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

D. Responsibilities to Self

The school counselor:

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Is aware of the potential effects of personal characteristics on services to clients.
3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

E. Responsibilities to the Profession

The school counselor:

1. Conducts herself/himself in such a manner as to bring credit to self and the profession.
2. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices.
3. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.
4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

F. Maintenance of Standards

Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors or the AACD Ethical Standards, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor shall utilize the channels established within the school and/or system. This may include both informal and formal procedures.

2. If the matter remains unresolved, referral for review and appropriate action should be made to the Ethics Committee in the following sequence:
   - --local counselor association
   - --state counselor association
   - --national counselor association

G. References

School counselors are responsible for being aware of and acting in accord with the standards and positions of the counseling profession as represented in such official documents as those listed below. A more extensive bibliography is available from the ASCA Ethics Committee upon request.

Ethics Standards (1981). American Association for Counseling and Development. Alexandria, VA.

Ethical Guidelines for Group Leaders (1980). Association for Specialists in Group Work. Alexandria, VA.

Principles of Confidentiality (1974). ASCA Position Statement. American School Counselor Association. Alexandria, VA.

Standards for Educational and Psychological Tests and Manuals (1974). American Psychological Association. Washington, D.C.

Ethical Principles in the Conduct of Research with Human Participants (1973). American Psychological Association. Washington, D.C.

(*Ethical Standards for School Counselors* is an adaptation of the *ASCA Code of Ethics* (1972) and the California School Counselor Association *Code of Ethics* (revised, 1984). Adopted by the ASCA Delegate Assembly March 19, 1984.)

APPENDIX C
American School Counselor Association (ASCA)

POSITION STATEMENT
Developmental Guidance And Counseling Program

Introduction

This position of the American School Counselor Association(ASCA) describes the elements of a comprehensive and developmental guidance and counseling program and the criteria upon which the quantity and responsibilities of qualified, differentiated staff members is based. The ASCA statements of counseling role and function for the elementary, middle/junior high, secondary and post-secondary settings are an integral part of the design and implementation of guidance and counseling programs.

Philosophy

"Who am I?" "Who can I become as a person?" and "How can I best contribute to society?" are questions which guidance and counseling programs help all individuals to answer. In their design and operation, guidance and counseling programs exist to improve the learning environment by involving students, staff, parents, community and others who influence the learning and development of the persons served by the program. Through individual and group contacts over a period of time, the counselor has a major role in helping all persons develop more adequate and realistic concepts of themselves, become aware of educational and occupational opportunities and integrate their understanding of self and opportunities in making informed decisions.

Program Goals

A guidance and counseling program provides for direct involvement of a service to students, staff and community in order to facilitate achievement of the following program goals. Assists persons in developing:

1. A better understanding and acceptance of themselves; their strengths and limitations; aptitudes, needs, values, interests and worth as unique individuals;
2. Interpersonal relationships on the basis of mutual respect;
3. Problem solving and decision making;
4. Accepting increased responsibility for their educational, occupational and avocational development.

Standards

These standards are set forth in a manner which allows local school districts, institutions, agencies, and others to design and implement guidance and counseling programs consistent with the unique needs found within each setting.

Program

1. There is a written guidance curriculum developed by counselors and with the involvement of appropriate others, specifying the overall guidance and counseling program as it involves and relates to the needs of the person in the school, institution, agency, and community.
2. The basic program of guidance and counseling involves the process of consulting, providing information and coordinating services for all students. The program is comprehensive, developmental and is implemented through the guidance curriculum and through specialized approaches. Orientation, information, appraisal, placement, follow-up, follow-through, referral, and research activities are included in the program.
3. There is evidence that all persons throughout the school, institution, agency, and community have on-going opportunity to participate in the guidance and counseling program.
4. There is evidence that the guidance and counseling program is systematically planned, implemented and evaluated.
5. There is evidence that the guidance and counseling program may be continued on an extended basis during periods when classes are not in session as deemed appropriate for each school district, institution, or agency. When each school district, institution, or agency deems that these additional services are desired, counselors should be appropriately compensated.
6. The guidance and counseling program should be community oriented. If services are to be provided to preschoolers, dropouts, graduates, and other community citizens, additional staffing needs to be provided.
7. Counselor-taught or initiated units in decision making, values clarification, career planning, test taking/study skills and/or similar units are offered.
8. The guidance and counseling program serves three- to five-year-old children and their parents where pre-elementary school settings exist and there is an existing elementary guidance and counseling program.
9. The guidance and counseling program provides other innovative service(s) or activities which are designed to meet unique needs.

Staff

ASCA holds the position that appropriate numbers of staff shall be employed to implement a guidance and counseling program designed to meet the needs of the persons involved in the program. There is a direct correlation between the quantity and quality of guidance and counseling services and the number to provide that service.

1. The guidance and counseling staff is qualified and appropriately certified/licensed according to state agency standards.
2. The guidance and counseling staff is responsible for the design, implementation, and evaluation of the services and activities prescribed in the program.
3. Professional, secretarial and/or paraprofessional staff are adequate in numbers to meet the objectives of the guidance and counseling program.
4. Provision is made for staff to attend or participate in intra and inter-professional meetings and activities inside and outside the state.

Facilities

Appropriate and meaningful guidance and counseling activities with individuals and groups take place in a wide variety of settings, the specific environment often being determined by circumstances. There are, however, continuing student, program, and staff needs in which privacy and confidentiality of conversation and records require specific counseling facilities.

1. Each counselor is provided with pleasant, private quarters conducive to conferences of a confidential nature and adequate in size to accommodate three to five persons.
2. The counseling facilities are located in an area readily accessible to students and others.
3. Each counselor's quarters is equipped with adequate telephone service.
4. A conveniently located area adequate for group guidance and counseling activities is available.
5. Adequate provision is made for the storage and display of all records and materials used by the counselor(s) in carrying out the guidance and counseling program.
6. Career resource center(s) are established and appropriately staffed to facilitate use of career awareness, exploration, planning, preparation, and progression of materials, equipment, and supplies.

Materials and Equipment

There is adequate budget for purchasing, maintaining and developing the materials and equipment necessary to achieve the objectives of the guidance and counseling program.

Adopted 1974; reviewed and reaffirmed 1980; revised 1986

APPENDIX D

American School Counselor Association (ASCA)

POSITION STATEMENT
The School Counselor and Developmental Guidance

During recent years a number of counselor educators and school counselors have advanced the proposition that counseling can and should become more proactive and preventative in its focus and more developmental in its content and process. Viewed in the context of an evolving societal emphasis upon personal growth and an expanding professional expertise, developmental guidance has resulted in a potentially dynamic and promising approach to the helping relationship of the school counselor. The concept of developmental guidance has been discussed under various rubrics, such as (deliberate) psychological education, human relations training and preventive mental health. Developmental guidance is reaffirmation and actualization of the belief that guidance is for all students and that its purpose is to maximally facilitate personal development.

Definition

Developmental guidance is that component of all guidance efforts which fosters planned intervention within educational and other human development services programs at all points in the human life cycle. It vigorously stimulates and actively facilitates the total development of individuals in all areas--personal, social, emotional, career, moral-ethical, cognitive, aesthetic--and to promote the integration of the several components into an individual lifestyle.

Endorsement

The American School Counselor Association (ASCA) formally endorses, supports, and encourages the incorporation of developmental guidance in the role and function of the school counselor.

Antecedents

In the past the role of the school counselor has suffered from the restrictions of historical precedent, philosophical tradition, financial support, administrative definition, and counselor selection and preparation. Counselor functions have often been limited to crisis management, adjustment coordination, vocational guidance, and clerical and quasi-administrative tasks.

Catalysts

Prompted by cultural change, progressive philosophy, advancement of knowledge and methodological improvement in the behavioral sciences, a climate of open public discourse, pressures of educational accountability, institutional economics, and professional survival, the "traditional" work of the school counselor is in need of well-seasoned revision.

Direction

If counseling is viewed humanistically, holistically and comprehensively--that is, developmentally--then the rationale for developmental guidance is clearly defined: counseling should be habilitative as well as rehabilitative, proactive as well as problem-reductive and characterized by outreach as well as availability. Developmental guidance is the summative terminology which connotes this emphasis.

Specifically, then, developmental guidance refers to the process and content of confluent human development as promoted by planned, purposeful, and sequential intervention.

Content

The content of developmental guidance will vary according to the developmental levels, stages, and needs of participants; counselor competence and resources; and other factors. Examples of programs of contemporary interest include the following: human development (theories, stages, tasks, principles); career development (awareness, exploration, selection, employability skills); academic development (achievement motivation, study skills, test preparation, test wiseness); communication skills; interpersonal relations; decision making; values clarification; marriage and family planning; parent education; moral development; affective education; conflict resolution; leadership training; assertion training; relaxation training; human sexuality; drug education; death education; and situational adjustment and self-management (divorce adjustment, depression management, weight control, behavior modification). This list is not exhaustive.

Intervention

Many means and resources for developmental guidance intervention are available, and counselors should select from among these alternatives according to needs identified in his or her work situation. Examples of means of delivery include: mini-courses, academic release time from designated classes of developmental guidance activities, curricular scheduling of guidance activities, extended hours (after school and evening) and classroom guidance. Examples of techniques and resources include: resource centers and libraries; programmed texts and workbooks; co-facilitation and consultation with teachers; paraprofessionals, peer counselors, and others; counseling and educational kits; curricular aids, media, bibliotherapy, cinematherapy; contracting; and experiential education. Examples of strategies include: direct service delivery, consultation, team teaching, peer facilitating and paraprofessional counseling.

Medium of Delivery

In terms of efficiency, as well as effectiveness, group approaches are the preferred medium of delivery for developmental guidance activities. By definition, "group" refers to a natural or created cluster of individuals, as small in number as two or of unlimited size. The clusters may be identified as families, classrooms and grades, employees, clients or other composites of persons who come together as a result of shared need or purpose, common attributes and/or other coincident characteristics.

Competencies

Essential preparation for developmental guidance intervention involves a thorough understanding of human development (descriptive and theoretical); knowledge of counseling theory and practice; competence in counseling techniques and group processes; skill in program development and management; assessment, appraisal and diagnostic skills based on developmental concepts; practical competence in basic statistics, applied research and program evaluation methods; and specific knowledge in the area of developmental emphasis. The counselor should be personally effective and comfortable in all areas in which developmental guidance intervention is offered.

Developmental guidance specialists must, at a minimum, be able to effectively deal with questions such as: what are the general characteristics, expectations, tasks and behaviors of individuals at this stage of development? What are this individual's characteristics, expectations, tasks, and behaviors? What can impede the process of development for this individual? What will facilitate the process of development for this individual?

Because the emphasis on developmental guidance is fairly new, counselor educators may need to modify the counselor education curriculum in order to prepare counseling students as proficient developmental interventionists. Because such an approach has often been taught as an ideal rather than as reality, as an attitude instead of a skill, counselor educators may be required to further develop their educative role.

Counseling students should seek to add the skills of developmental guidance intervention to their repertoire -- if necessary, through adjuncts and alternatives to the usual counselor education curricula. Practicing counselors whose programs did not include developmental guidance components should seek to acquire the skills of developmental guidance intervention as part of their professional renewal efforts.

The developmental guidance counselor should be involved in a continuing program of professional improvement in developmental guidance expertise and strategies.

Competencies may be acquired, maintained, and improved through a variety of means, for example, graduate study, workshops, institutes and seminars, meetings and programs of professional associations, self-study of journals, contemporary texts and instructional manuals, in-service education, continuing and extended education, internships, and consultation.

Implementation

Many administrators, teachers, other school personnel, students, and parents will be unaccustomed to the concept, intent and outcome of developmental guidance; therefore, the counselor's competence must be visible; program development and planning through; rationale for program convincing; conduct of professional procedures; and programs measured, evaluated and reported effectively, both formally and informally.

Implementation strategies for the initiation of developmental guidance will require both assertiveness and ingenuity. The entire guidance community, ASCA and its constituent organizations should strive to work in harmony to facilitate the implementation of developmental guidance programs.

The true impact of the developmental guidance concept loses meaning when discussed as a lofty goal, abstract concept or as an isolated piece of rhetoric. For the concept of a sequential and developmental guidance program to be truly meaningful to both the professional staff as well as parents and students, it must be part of a comprehensive K-12 guidance plan. A plan which states its aims in measurable outcomes for all students, specific activities and a built-in evaluation procedure with provisions for necessary annual revisions.

There is a necessity for some form of needs assessment which addresses the legitimate needs of the entire school community. The counselor needs to be realistic in evaluating time and fiscal parameters. A curriculum for each grade level or special area is then developed, implemented, assessed and revised annually. In-service education needs to be considered when necessary.

School counselors need to develop their abilities to teach the attitudes necessary to enhance the academic success of their counselees; i.e., for a student to succeed in geometry, the student needs more than the usual mathematical concepts. In addition, they need to deal with structure, boredom, intimidation and frustration.

The plan should be presented to the appropriate educational agency for adoption. The effects of a written comprehensive K-12 guidance plan helps the consumer to realistically become aware of the goals, objectives and true roles of their local guidance department.

Guidelines

There are several general principles which should help insure quality and effectiveness in the implementation of developmental guidance:

1. The program should be systematic, sequential, and comprehensive.
2. The program should be jointly founded upon developmental psychology, educational philosophy and counseling methodology.
3. Both process and product (of the program itself and the individuals in it) should be stressed.
4. All the personal domains--cognitive, affective, behavioral, experiential, and environmental--should be emphasized.
5. Programs should emphasize preparation for the future and consolidation of the present.
6. Individualization and transfer of learning should be central to program procedure and method.
7. Evaluation and corrective feedback are essential.

APPENDIX E

Counselor Assessment of the Guidance Program

Please indicate whether the following components are included in your guidance program. Indicate your choice by **CIRCLING**:

Y for YES **N for NO** **U for UNCERTAIN**

I. Developmental Program Components

A. Program Organization and Implementation

1. Y N U Guidance activities for all students are included.
2. Y N U Individual counseling, group guidance, and counseling services are scheduled for all students.
3. Y N U Teachers are involved in planning the program.
4. Y N U The results of a needs assessment are used in planning programs and activities.
5. Y N U Inservice meetings with the staff are scheduled.
6. Y N U A timeline for programs and activities is developed.
7. Y N U Career guidance activities are provided for all students and cover decision-making skills, employment skills, and employment operations.

B. Sequencing of the Developmental Guidance Program

1. Y N U The plan for implementing grade-level activities has been carried out.
2. Y N U Periodic checks were made to determine if all students were being served.
3. Y N U Objectives in all three component areas (personal/social, career, and learning) were evaluated.

C. Classroom Guidance

1. Y N U Classroom units on areas of developmental guidance were coordinated with teachers.
2. Y N U Sessions on planning classroom guidance were held with teachers.
3. Y N U Career guidance activities were integrated into academic subject-area classes.

D. Group Guidance and Counseling

1. Special interest and needs activities based on a needs assessment were provided on the following topics during this period.

Y N Developing self-esteem
Y N Understanding change
Y N Individual differences
Y N Career exploration
Y N Communication skills
Y N Understanding the world of work
Y N School expectations
Y N Learning process
Y N Decision making
Y N Others

2. Y N U Evaluations are made of group guidance and counseling objectives.

E. Orientation

1. Y N U Visits are made to feeder schools in reference to orientation activities.
2. Y N U Visits are made to the classroom in reference to the guidance program.
3. Y N U Contacts are made with feeder schools about school programs and activities.
4. Y N U Sessions with each grade are held during this period.
5. Y N U Meetings are held with administration and faculty in reference to curriculum concerns.

F. Public Relations

1. Y N U Meetings with the guidance team are held regularly.
2. Sessions are held to acquaint guidance publics with services available to them.
   Y N U A. Students
   Y N U B. Faculty
   Y N U C. Parents
   Y N U D. Community
   Y N U E. School Board
3. Y N U Presentations were made to acquaint the public with the accomplishments in guidance.

II. What problems did you encounter in conducting the guidance program?

III. What specific events did you experience that enhanced your program?

IV. Indicate the changes in and/or to guidance services that are planned or anticipated.

APPENDIX F

Needs Assessment
Teacher
Elementary Level

Please indicate whether or not the children in your class need help in the areas mentioned below. Indicate your choice by **CIRCLING:**

Y for **YES** **N** for **NO** **U** for **UNCERTAIN**

School Work and Study Skills

Most of the children in my class need assistance in:

1. Y N U Learning to study better.
2. Y N U Learning to listen better in school.
3. Y N U Learning to keep their minds on school work until it is finished.
4. Y N U Feeling more comfortable in class discussions.
5. Y N U Learning to organize time better.
6. Y N U Learning to do better work on assignments.
7. Y N U Learning to prepare for taking tests.
8. Y N U Having a chance to talk about how they feel about school.
9. Y N U Developing more positive attitudes toward school.

Planning for the Future

Most of the children in my class need assistance in:

10. Y N U Understanding why people work.
11. Y N U Finding out what things they can do best.
12. Y N U Learning what different jobs are like.
13. Y N U Learning how their school work will help them in future jobs.
14. Y N U Learning what kind of training would be good for specific career.
15. Y N U Understanding how their interests and abilities relate to their future career.
16. Y N U Finding out what people do in different jobs.
17. Y N U Learning about what kinds of jobs or roles in which they might be happy.

Feelings about Themselves and Others

Most of the children in my class need assistance in:

18. Y N U Learning how to make friends.
19. Y N U Getting along better with adults.
20. Y N U Getting along better with children their own age.
21. Y N U Speaking up for themselves more often.
22. Y N U Being more aware of the feelings of others.
23. Y N U Being more responsible for their own actions.
24. Y N U Understanding and dealing with their feelings.
25. Y N U Learning how their feelings affect their behavior.
26. Y N U Improving their self-concept.

Needs Assessment
Student
Primary Level

Put a **CIRCLE** around the right answer.

I am a: Boy Girl

School Work

I'd like help in:

1. Yes No Learning to study better.
2. Yes No Learning to listen better.
3. Yes No Learning to talk more in class discussion.
4. Yes No Learning to get my work done on time.

My Future

I'd like help in:

5. Yes No Finding out why people work.
6. Yes No Finding out what some jobs are like.
7. Yes No Finding out what things I can do best.
8. Yes No Learning about what kinds of jobs I might like.

Feelings About Myself and Others

I'd like help in:

9. Yes No Learning how to make friends.
10. Yes No Learning to get along better with adults.
11. Yes No Getting along better with children my own age.
12. Yes No Learning to show others how I feel.
13. Yes No Learning to feel better about myself.

Needs Assessment
Student
Intermediate Level

The counselor needs your help in finding out what students would like them to do this year. You can help by answering these questions. If you would like to help, **CIRCLE**:

Y for **YES** **N** for **NO** **U** for **UNCERTAIN**

Your teacher will demonstrate the sample question on the chalkboard.

SAMPLE QUESTION:

1. Y N U Learning to throw a ball better.

School Work and Study Skills

I'd like help in:

1. Y N U Learning to study better.
2. Y N U Learning to listen better in school.
3. Y N U Learning to keep my mind on school work until it is finished.
4. Y N U Feeling more comfortable in class discussions.
5. Y N U Learning to use my time better.
6. Y N U Learning to do better work on assignments.
7. Y N U Learning to prepare for taking tests.
8. Y N U Having a chance to talk about how I feel about school.
9. Y N U Learning to like school better.

Planning My Future

I'd like help in:

10. Y N U Understanding why people work.
11. Y N U Finding out what things I can do best.
12. Y N U Learning what different jobs I like.
13. Y N U Learning how my school work will help me in future jobs.
14. Y N U Learning what kind of training would be good for a specific career.
15. Y N U Understanding how my interests and abilities relate to my future career plans.
16. Y N U Finding out what people do in different jobs.
17. Y N U Learning about what kinds of jobs or roles I'd be happy in.

Feelings About Myself and Others

I'd like help in:

18. Y N U Learning how to make friends.
19. Y N U Getting along better with adults.
20. Y N U Getting along better with children my own age.
21. Y N U Speaking up for myself more often.
22. Y N U Being more aware of the feelings of others.
23. Y N U Being more responsible for the things I do.
24. Y N U Understanding and dealing with my feelings.
25. Y N U Feeling better about myself.

Needs Assessment

Teachers
Secondary Level

To plan school activities that will serve students, we need your help. Listed below are possible needs of students in your classes. Do NOT put your name on this survey form. Don't think a long time over your answers, but give them quickly as they come to your mind. Please respond to each item below by **CIRCLING**:

Y for **YES** **N** for **NO** **U** for **UNCERTAIN**

Personal Concerns

Most students in my classes need:

1. Y N U To understand, accept, and like themselves better.
2. Y N U To develop confidence in themselves.
3. Y N U To learn how to concentrate on what they are doing.
4. Y N U To know more about their strengths and weaknesses.
5. Y N U To learn how to control their temper.
6. Y N U To understand what they can realistically achieve.
7. Y N U To understand how their feelings affect their behavior.
8. Y N U To be able to state their own views.
9. Y N U To learn how to be more accepting of their appearance.
10. Y N U To talk about personal concerns with a counselor.

Decision Making

Most students in my classes need:

11. Y N U To set their goals in life.
12. Y N U To learn how to make decisions.
13. Y N U To receive help in selecting courses.
14. Y N U To be able to determine whether they've reached their goal.
15. Y N U To learn how to adapt to a changing world.
16. Y N U To understand more about the use/abuse of drugs, including alcohol.
17. Y N U To learn how to keep from putting things off until the last minute.
18. Y N U To think of the consequences of their behavior before they do something.
19. Y N U To learn how to make good use of their free time.

Relationships With Others

Most students in my classes need:

20. Y N U To develop better relationships with other students.
21. Y N U To have better relationships with teachers.
22. Y N U To learn how to tell others how they feel.
23. Y N U To know how to get along with their family.
24. Y N U To know how to get along with members of the opposite sex.
25. Y N U To have someone listen to them when they have a problem.
26. Y N U To develop friendships with both sexes.
27. Y N U To better understand adults.
28. Y N U To become more accepting of others.
29. Y N U To establish trust in their relationships with people.

Educational Development

Most students in my classes need:

30. Y N U To know about graduation requirements.
31. Y N U To have the counselor help them to find courses relevant to their future.
32. Y N U To understand their standardized test scores.
33. Y N U To be aware of the guidance services available.
34. Y N U To develop or maintain good study habits.
35. Y N U To know about financial aid.
36. Y N U To be aware of educational alternatives after high school.

Career Awareness

Most students in my classes need:

37. Y N U To be aware of career training offered in their high interest areas.
38. Y N U To know how their values affect their career choices.
39. Y N U To know how to apply and interview for jobs.
40. Y N U To get help in finding part-time or summer work.
41. Y N U To know how to prepare for careers in which they are interested.
42. Y N U To understand the changing roles and expectations of men and women.
43. Y N U To visit with people employed in their high interest areas.
44. Y N U To develop flexible career plans.
45. Y N U To have their parents involved in their career planning.
46. Y N U To be aware of the employment outlook in their future career areas.

Needs Assessment
Parent

Dear Parent:

We would like your help in an important project to improve the guidance and counseling program of our school. As a first step in our project, we are asking students, parents and staff to complete this survey. If you have more than one student in our school, please fill out one survey for each. Your help is important to the success of this project.

CIRCLE the grade of your son or daughter: 9 10 11 12

CIRCLE the sex of the child: Male Female

Show how important each need is to you by **CIRCLING** the letter which shows what you think.

Y for **YES** **N** for **NO**

Career Needs

As a parent, my son/daughter needs:

1. Y N To learn what career training is available while he/she is in high school.
2. Y N To find out what he/she is good at doing.
3. Y N To have his/her parents involved in his/her career plans.
4. Y N To talk to a counselor about career plans.
5. Y N To understand employment outlook in his/her interest areas.
6. Y N To obtain some on-the-job experience in his/her high interest areas.
7. Y N To know how to find out whether his/her interests, values and abilities match those needed on several jobs.
8. Y N To know what kind of work dropouts get.
9. Y N To develop career plans and goals.
10. Y N To be able to apply for a job both in writing and in person.
11. Y N To know what habits and aptitudes employers desire.

Personal Needs

As a parent, my son/daughter needs:

12. Y N To be able to solve conflicts between his/her parent's desires and what his/her friends desire.
13. Y N To understand his/her values and the use/abuse of drugs, including alcohol.
14. Y N To have good relationships with teachers.
15. Y N To talk about personal concerns with a counselor.
16. Y N To exercise self-discipline and behave appropriately.
17. Y N To be able to talk with his/her family more easily.
18. Y N To be himself/herself rather than try to be what someone else wants him/her to be.
19. Y N To be a better listener and respond better to others.
20. Y N To know that his/her teachers care about him/her.

21. Y N To become more tolerant of persons who have different views.
22. Y N To better understand people older than himself/herself.
23. Y N To take action toward solving his/her own problems.
24. Y N To know how to make decisions about school problems.
25. Y N To learn how to express his/her feelings instead of keeping them to himself/herself.
26. Y N To get along with peers better.
27. Y N To know how his/her values affect his/her life.
28. Y N To be needed--to have friends who need his/her help.
29. Y N To accept criticism better.
30. Y N To develop life-long recreational interests that will make his/her leisure time enjoyable.
31. Y N To feel good about himself/herself.

Educational Needs

As a parent, my son/daughter needs:

32. Y N To become more aware of educational alternatives after graduation.
33. Y N To learn to make good use of his/her free time.
34. Y N To learn more about his/her high school records and graduation requirements.
35. Y N To receive help in selecting courses for high school.
36. Y N To know about financial aid for college and job training.
37. Y N To understand his/her standardized test scores.
38. Y N To be aware of services available in the school and community.
39. Y N To know how much education and training will be needed for the occupation he/she plans to enter.
40. Y N To take responsibility for developing plans that will help him/her reach emotional and/or occupational - goals.
41. Y N To know where to go for help at school.
42. Y N To know how to study better.
43. Y N To understand what he/she can realistically achieve.
44. Y N To find courses which are appropriate to his/her educational needs
45. Y N To know how to assess and evaluate his/her goals.

Needs Assessment
Student
Secondary Level

Senior High School:

Date:

CIRCLE your grade: 9 10 11 12

Please show how important each need is to you by **CIRCLING** the letter which shows how you feel.

A for **STRONGLY AGREE** B for **AGREE**

C for **DISAGREE** D for **STRONGLY DISAGREE**

As a student, I need help in:

1. A B C D Understanding myself as a person.
2. A B C D Learning decision-making techniques.
3. A B C D Getting along with my parents, friends and others.
4. A B C D Developing the techniques that will help me succeed.
5. A B C D Becoming familiar with ways to obtain career information.
6. A B C D Understanding how my personal characteristics affect my career choice.
7. A B C D Understanding the relationship between my school work and my career plans.
8. A B C D Learning effective study skills.
9. A B C D Becoming aware of how society affects my career choice.
10. A B C D Making post-high school plans.
11. A B C D Learning about financial post-high school education.
12. A B C D Learning job-seeking skills.
13. A B C D Developing the skills needed to keep a job.
14. A B C D Learning more about the effects of drug abuse.

If you have other areas of concern with which you would like some help, list them below.

APPENDIX G

Professional Counselor Evaluation

Date:____________________

Counselor's Name:____
Tenured:________________________ Probationary:__________________________
Present Assignment:_____________________ School:_______________________
Years in:
Present school:___________ System:___________ Profession:___________
Type of Evaluation: (check one) Formal:__________ Self:______________

Please indicate the professional counselor's skill level by **CIRCLING**:

1 for **OUTSTANDING** **2** for **COMMENDABLE** **3** for **COMPETENT**
4 for **MARGINAL** **5** for **UNSATISFACTORY** **6** for **NOT APPLICABLE**

I. Planning and Organizing Skills

A.	1	2	3	4	5	6	Assists student progress and provides direction toward positive and productive achievement goals.
B.	1	2	3	4	5	6	Encourage students to utilize appropriate newly learned skills in daily experiences.
C.	1	2	3	4	5	6	Maximizes time on task.
D.	1	2	3	4	5	6	Maintains records of student achievement as appropriate.
E.	1	2	3	4	5	6	Demonstrates ability to establish closure in varied situations.
F.	1	2	3	4	5	6	Shows evidence of planning in daily execution of duties.

Summary:____
____

II. Counseling Skills

A.	1	2	3	4	5	6	Demonstrates counseling skills in individual counseling settings.
B.	1	2	3	4	5	6	Demonstrates counseling skills in group/classroom settings.
C.	1	2	3	4	5	6	Demonstrates effective communication with students.
D.	1	2	3	4	5	6	Provides individual/group/classroom counseling on varied student/teacher concerns.
E.	1	2	3	4	5	6	Assists principals in conferences with parents/guardians.
F.	1	2	3	4	5	6	Coordinates referrals of students with special needs in the appropriate department within school and to outside agencies.

G.	1	2	3	4	5	6	Provides district-mandated programs to meet stated goals and objectives of guidance and counseling program.
H.	1	2	3	4	5	6	Adapts counseling to student/parent needs using a variety of counseling strategies.

Summary: ____

____

III. Program Management

A.	1	2	3	4	5	6	Develops and evaluates counseling program using such tools as needs assessment.
B.	1	2	3	4	5	6	Maintains positive and productive counseling environment.
C.	1	2	3	4	5	6	Informs school population of counseling services.

Summary: ____

____

IV. Student Achievement

A.	1	2	3	4	5	6	Provides testing inservice and interpretation of test results.
B.	1	2	3	4	5	6	Counselor assists in monitoring student performance.
C.	1	2	3	4	5	6	Reinforces positive behavior as defined by building discipline policy.

Summary: ____

____

V. Professional Responsibilities

A.	1	2	3	4	5	6	Follows requirements of state law, district policies, and building procedures.
B.	1	2	3	4	5	6	Fulfills non-classroom duties and responsibilities dependably.
C.	1	2	3	4	5	6	Fulfills required record-keeping responsibilities accurately, e.g. gradebooks, permanent records and attendance records.
D.	1	2	3	4	5	6	Completes requested information accurately and within stated time lines.

E.	1	2	3	4	5	6	Is actively involved in professional growth as evidenced by inservice participation and/or course work.
F.	1	2	3	4	5	6	Initiates suggestions for school and program improvement.

Summary: ____

____

VI. Professional Relationships

A.	1	2	3	4	5	6	Exhibits positive and productive teacher-student interaction and understanding of students.
B.	1	2	3	4	5	6	Establishes two-way communications with parents in a professional manner.
C.	1	2	3	4	5	6	Exhibits rapport and cooperation with staff and colleagues.
D.	1	2	3	4	5	6	Cooperates with the administration in developing, implementing, and evaluating the school program.

Summary: ____

____

VII. Personal Characteristics

A.	1	2	3	4	5	6	Shows enthusiasm for and interest in teaching.
B.	1	2	3	4	5	6	Exhibits patience, self-control, and tact.
C.	1	2	3	4	5	6	Adapts to changes in routine and new situations.

Summary: ____

____

I acknowledge the professional characteristics listed within were discussed and that specific written suggestions were recommended for any area marked marginal or unsatisfactory. I understand that my signature below does not necessarily mean that I agree with the evaluation. I also understand that I have the right to discuss my status with the Personnel Director and to attach a written reply to this document within ten (10) work days, if I so desire.

Signature of Counselor: ______________________________

Date: ________________

Signature of Evaluator: ______________________________

Date: ________________

APPENDIX H

NATIONAL CAREER DEVELOPMENT GUIDELINES AT THE ELEMENTARY SCHOOL LEVEL

The student competencies and indicators represent the skills and attitudes that children should acquire to make the transition into the middle/junior high school and to start developing an educational plan to ensure their academic growth and continuing career development.

The National Guidelines are designed to address the needs of all students by helping them to acquire competencies in self-knowledge, educational and vocational development and career exploration and planning.

The presentation of the competencies does not imply a sequential order for delivery but is an inclusive listing of the components of a comprehensive career guidance and counseling program.

CAREER DEVELOPMENT COMPETENCIES AND PERFORMANCE INDICATORS FOR ELEMENTARY SCHOOL STUDENTS

COMPETENCY I: Knowledge of the importance of a positive self-concept to career development.

The student will --

1. Verbalize both positive and negative feelings.
2. Describe positive characteristics about self as perceived by self and others.
3. Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.
4. Describe how one's behavior influences the feelings and actions of others.
5. Demonstrate a positive attitude about self.
6. Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
7. Describe ways in which one can meet personal needs and goals through work.
8. Relate knowledge of self to a variety of occupations.

COMPETENCY II: Skills for interacting with others.

The student will:

1. Make positive statements about self and others.
2. Describe how all persons need to belong and to be accepted by others.
3. Identify how people are unique as individuals.
4. Demonstrate desirable skills for interacting with and relating to others.
5. Demonstrate skills in resolving conflicts with peers and adults.
6. Demonstrate tolerance and flexibility in group situations.
7. Identify sources and effects of peer pressure.
8. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
9. Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

COMPETENCY III: Awareness of the importance of emotional and physical development on career decision making.

The student will --

1. Describe emotional experiences.
2. Identify ways to express and deal with feelings.
3. Describe and discuss causes of stress and conflict.
4. Identify and select appropriate behaviors to specific emotional situations.
5. Demonstrate ways of dealing with reactions of others under stress and conflict.
6. Demonstrate healthful ways of coping with conflicts, stress and emotions.
7. Describe how health may affect or be affected by work and/or learning performance.
8. Demonstrate knowledge of good health habits.

COMPETENCY IV: Awareness of the importance of educational achievement to career opportunities.

The student will --

1. Describe ways that academic skills are used in the home and community and their importance in career development.
2. Identify personal strengths and weaknesses in academic areas.
3. Identify academic skills needed in several interest and career areas.
4. Describe relationships among ability, effort and achievement.
5. Implement a plan of action for improving academic skills.
6. Describe school tasks that are similar to skills essential for success in a career.
7. Describe how the amount of education needed for different careers varies.

COMPETENCY V: Awareness of the interrelationship of work and learning.

The student will --

1. Identify and discuss different types of work, both paid and unpaid.
2. Describe the importance of preparing for an occupation, including self-employment.
3. Acquire effective study and information-seeking habits.
4. Demonstrate an understanding of the importance of practice, effort and learning.
5. Describe how what is currently being learned relates to future career interests and aspirations.
6. Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills for locating and understanding career information.

The student will --

1. Describe work of family members, school personnel and community workers.
2. Identify occupations that can be classified according to people, things and ideas.

3. Identify work activities of interest to the student.
4. Describe the relationship of beliefs, attitudes, interests and abilities to careers.
5. Describe jobs that are present in the student's community.
6. Demonstrate skills using school and community resources to learn about careers.
7. Identify different working conditions of jobs.
8. Describe ways in which self-employment differs from working for others.
9. Describe how parents, relatives, adult friends and neighbors can be sources of information about careers.

COMPETENCY VII: Awareness of the interrelationship of personal responsibility, good work habits and career opportunities.

The student will --

1. Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.
2. Demonstrate positive ways of performing work activities that influence job retention and success.
3. Describe the importance of cooperation among workers to accomplishing a task.
4. Demonstrate ability to work with and get along positively with people who are different from oneself (i.e., race, age, sex, etc.).

COMPETENCY VIII: Awareness of how careers relate to needs and functions of society.

1. Describe how careers can satisfy personal needs.
2. Describe the relationship between the needs of occupations and those of society.
3. Describe the contributions of major industries, products and services available in the local community.
4. Describe ways in which work and working together can help to overcome social and economic problems.

COMPETENCY IX: Understanding of how to make decisions and choose alternatives related to tentative educational and career goals.

The student will --

1. Discuss choices that he/she makes.
2. Describe what one can learn from making mistakes.
3. Identify and assess problems that interfere with attaining one's goals.
4. Identify simple strategies used in solving problems.
5. Identify alternatives in decision-making situations.
6. Clarify personal beliefs and attitudes and how these affect decision making.
7. Describe how decisions affect self and others.
8. Describe how previous decisions, needs, interests, peers, gratifications, and career information influence present and future decisions.
9. Use decision-making skills to set priorities, develop personal goals and determine preferences.

COMPETENCY X: Awareness of the interrelationship of life roles and careers.

The student will --

1. Describe the various roles an individual experiences (i.e., friend, student, worker, family member, etc.).
2. Describe work-related activities necessary in the home, community and school.
3. Describe the interdependence of the family unit in terms of working together and sharing responsibilities.
4. Describe how the stimulation and rewards from one's work role complement one's family role.
5. Describe the effect of persistent unemployment on the individual and the family.
6. Identify relationships between a person's career and the people with whom he or she associates.
7. Describe leisure activities pursued by family, self and friends.
8. Identify the value of leisure activities for enriching one's life style.
9. Understand that leisure activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

The student will --

1. Describe how work is important to women and men.
2. Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
3. Describe the changing life roles of men and women in work and family.
4. Describe how the contribution of individuals both inside and outside the home is important.

APPENDIX I

CAREER DEVELOPMENT COMPETENCIES AND PERFORMANCE INDICATORS FOR MIDDLE AND JUNIOR HIGH SCHOOL STUDENTS

COMPETENCY I: Knowledge of the influence of a positive self-concept on career development.

The student will --

1. Assess personal likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify enviromental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.
5. Identify specific life experiences that are influenced by personal attibutes and self-perceptions.
6. Demonstrate an understanding of self as it relates to the development of a positive self-concept.

COMPETENCY II: Skills for interacting with others.

The student will --

1. Demonstrate concern and respect for feelings and interests of others.
2. Demonstrate coping skills acceptable to self and others.
3. Distinguish between self-characteristics and group characteristics in interrelationships.
4. Demonstrate an appreciation for the similarities and differences among people.
5. Demonstrate tolerance and flexibility in interpersonal relationships and group participation.
6. Demonstrate skills in dealing with criticism.
7. Contribute to group activities by demonstrating competencies in interrelating with group members.
8. Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.
9. Demonstrate effective social skills.

COMPETENCY III: Knowledge of the importance of emotional and physical development on career decision making.

The student will --

1. Identify experiences that are significant emotional events.
2. Demonstrate positive ways of dealing with various emotions, conflicts and stress.
3. Identify internal and external sources of stress and conflict.
4. Direct emotions into socially acceptable behavior.
5. Demonstrate ways of dealing with reactions of others under stress and conflict.

6. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
7. Describe physiological and psychological factors as they relate to career development.
8. Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

COMPETENCY IV: Knowledge of the relationship of educational achievement to career opportunities.

The student will --

1. Describe the importance of academic and vocational knowledge and skills in the world of work.
2. Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.
3. Assess individual strengths and weaknesses in the basic academic disciplines.
4. Implement a plan of action for increasing proficiency in basic educational skills.
5. Assess the skills needed to cope with changing occupational requirements.
6. Describe how changing personal, social and economic needs relate to continued learning and training.
7. Describe how continued learning enhances one's ability to achieve personal and career goals.
8. Understand how basic academic skills relate to the selection of major courses of study in high school.
9. Relate one's aptitudes and abilities to broad occupational areas.

COMPETENCY V: Understanding of the attitudes necessary for success in work and learning.

The student will --

1. Understand that success and failure in academic areas are important aspects of learning.
2. Demonstrate effective learning habits and skills.
3. Demonstrate an understanding of the importance of personal traits to job success.
4. Relate knowledge of one's personal traits to a variety of occupations.
5. Relate personal attitudes, beliefs, interests and abilities to career profiles.

COMPETENCY VI: Skills for locating, understanding and using career information.

The student will --

1. Identify various ways occupations can be classified.
2. Identify a number of occupations within an occupational classification or cluster for exploration.
3. Demonstrate skills in using available school and community resources to learn about careers.
4. Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.
5. Identify individuals in occupations who might be an information resource or role model.

6. Identify skills that are transferable from one occupation to another.
7. Identify sources of employment in the local community.

COMPETENCY VII: Knowledge of skills necessary to obtain and maintain a job.

The student will --

1. Demonstrate the importance of personal qualities (i.e., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.
2. Understand terms and concepts used in describing employment opportunities and conditions.
3. Complete a job application form in a satisfactory manner.
4. Demonstrate the skills and attitudes essential for a successful job interview.
5. Demonstrate knowledge of the content of various courses that teach marketable skills.

COMPETENCY VIII: Understanding of how careers relate to needs and functions of the economy and society.

The student will --

1. Discuss the variety and complexity of occupations.
2. Explain the importance of a variety of occupations and describe their place in society.
3. Describe how economic and societal needs and the work performed by the members of society are related.
4. Demonstrate knowledge of the economic contributions careers make to society.
5. Describe the effects that societal changes, economic changes and technology advancement have on occupations.

COMPETENCY IX: Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

The student will --

1. Identify advantages and disadvantages of different types of secondary and postsecondary educational and training programs.
2. Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.
3. Describe one's current life context as it relates to career decisions.
4. Clarify personal beliefs and attitudes and explain how they affect decision making.
5. Describe career development as a continuous process with sequential series of choices.
6. Implement a strategy for career decision making.
7. Identify possible consequences of decisions.
8. Select school courses that reflect educational and career interests.
9. Describe how the expectations of others affect one's career plans.
10. Project decisions one will face in the future and describe means of facing them.
11. Identify ways in which decisions about education and work relate to other major life decisions.

COMPETENCY X: Knowledge of the interrelationship of life roles and careers.

The student will --

1. Identify ways in which different work and family patterns may require different kinds and amounts of energy, participation, motivation and talent.
2. Identify ways in which one performs work roles at home that satisfy needs of the family.
3. Identify personal goals that might be satisfied through a combination of work, community, social and family roles.
4. Assess personal leisure time choices in relationship to one's developing life style and the attainment of future educational and career goals.
5. Discuss advantages and disadvantages of various life styles.
6. Describe the interrelationships between family, career choice and leisure and their influence on one's life style.

COMPETENCY XI: Understanding of how sex-role stereotyping, bias and discrimination limit career choices, opportunity and achievement.

The student will --

1. Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.
2. Describe problems, adjustments and advantages of entering a nontraditional occupation.
3. Understand the importance of taking courses related to career interests, even though they may be most often taken by members of the opposite sex.

COMPETENCY XII: Understanding of the process of career exploration and planning.

The student will --

1. Describe the meaning of career planning and what resources are available in the career center.
2. Demonstrate knowledge of vocational exploratory and introductory programs.
3. Identify tentative life and career goals.
4. Select school courses that meet one's developmental needs in terms of aptitudes and interests.
5. Acquire knowledge of academic and vocational programs offered at the high school level.
6. Become aware of and observe skills needed in a variety of occupations, including owning ones' own business.
7. Identify strategies for managing personal resources (talents, time, money) to effect the achievement of educational and tentative career goals.
8. Complete an individual education and career plan for middle/junior high school, high school, and postsecondary education and training.

APPENDIX J

CAREER DEVELOPMENT COMPETENCIES AND PERFORMANCE INDICATORS FOR HIGH SCHOOL STUDENTS

COMPETENCY I: Understanding of the influence of a positive self-concept on career development.

The student will --

1. Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.
2. Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.
3. Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.
4. Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.
5. Demonstrate an understanding of environmental influences on one's behavior.
6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

COMPETENCY II: Interpersonal and social skills required for positive interaction with others.

The student will --

1. Develop interpersonal skills necessary for harmony in relationships with others.
2. Demonstrate social skills, self-control, and respect for others.
3. Evaluate interpersonal behaviors and modify them, when appropriate, based on feedback from others.
4. Demonstrate interpersonal skills required for working with and for others in a work setting.
5. Describe appropriate employer and employee interactions in varying situations.
6. Demonstrate skills in expressing feelings, reactions and ideas in an appropriate way.

COMPETENCY III: Understanding of the interrelationship of emotional and physical development and career decision making.

The student will --

1. Describe how developmental changes in the life cycle affect physical and mental health.
2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.
3. Demonstrate control of emotions and ways in which they are expressed.
4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.
5. Implement appropriate coping skills when dealing with conflicts and stress.
6. Exhibit behaviors that are important in maintaining good physical and mental health.

COMPETENCY IV: Understanding of the interrelationship between educational achievement and career planning, training and placement.

The student will --

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.
2. Relate achievement of academic and vocational skills to personal interests.
3. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.
4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.
5. Demonstrate an understanding of how education relates to the selection of college majors, participation in further training and/or entry into the job market.
6. Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.
7. Relate essential learning skills to skills required in the work environment.
8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

COMPETENCY V: Positive attitudes toward work and learning.

The student will --

1. Identify the positive contributions careers make to society.
2. Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.
3. Demonstrate a positive attitude toward work as an integral part of one's life.
4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.
5. Demonstrate responsibility for work attitudes and habits in education and work situations.
6. Demonstrate positive work ethics and attitudes.

COMPETENCY VI: Skills for locating, evaluating and interpreting information about career opportunities.

The student will --

1. Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.
2. Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.
3. Develop a career resource identification plan that reflects the ability to locate, evaluate, and interpret career information.
4. Use various classification systems that categorize occupations and industries (i.e., Dictionary of Occupational Titles).
5. Discuss the concept of career ladders as related to different levels of work in a career area.

6. Examine the aspects of self-employment, entrepreneurship as a possible form of employment.
7. Identify individuals working in a selected occupation who might be information resources, role models or mentors.
8. Recognize the influence of change in supply and demand for workers in different careers at the local, state and national level.
9. Identify employment trends as they relate to training programs and employment in the state and local community.
10. Demonstrate an understanding of the impact of factors such as population, climate and geographic location on local occupational opportunities.

COMPETENCY VII: Skills for preparing, locating, obtaining, maintaining and advancing in a job.

The student will --

1. Demonstrate the ability to locate, interpret and use information about job openings and opportunities.
2. Demonstrate educational and vocational skills required for a full- or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Develop skills in preparing correctly a resume and complete job applications.
5. Identify employers for specific occupations and job openings.
6. Demonstrate employability skills necessary for entry into the labor market.
7. Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.
8. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to the attainment of individual career goals.
9. Demonstrate an understanding that job opportunities often require relocation to another city or state.
10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

COMPETENCY VIII: Understanding of how societal needs and functions influence the nature and structure of work.

The student will --

1. Describe the importance of careers as they affect values and life styles.
2. Describe how society's needs and functions influence the supply and demand of goods and services and the resulting impact on careers.
3. Differentiate among career opportunities on the basis of their contributions to the needs of society.
4. Describe occupational and industrial trends as they relate to training programs and employment in the state and local community.
5. List the community's major employers, the goods or services they produce and their overall impact on members of the community.
6. Demonstrate an understanding of the global economy and how it affects each individual.

COMPETENCY IX: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will --

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.
2. Accept responsibility for the consequences of decisions.
3. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.
4. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.
5. Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.
6. Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.
7. Demonstrate the effective use of time, effort and resources in making decisions.
8. Identify alternate courses of action in a given decision-making situation.
9. Project and describe factors that may influence educational and career decisions.
10. Relate the choice of high school and postsecondary courses to a career and educational plan.
11. Predict the effect one's career decisions may have on significant others and life styles.

COMPETENCY X: Understanding of the interrelationship of life roles and careers.

The student will --

1. Acquire a basic knowledge of life cycles and corresponding life styles.
2. Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.
3. Describe ways in which one's career choice may affect future life style.
4. Explain the contribution of a career to a balanced and productive life.
5. Describe ways in which roles in work, family and leisure are interrelated.
6. Examine different career patterns and their potential effect on family patterns and life styles.
7. Describe the importance of leisure activities in relation to careers.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure activities.

COMPETENCY XI: Understanding of the continuous changes in male/female roles and how they relate to career decisions.

The student will --

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.
2. Identify evidence of sex stereotyping and sex bias in education programs and the world of work.

3. Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.
4. Take courses appropriate to one's occupational choice, even if they are most often taken by members of the opposite sex.
5. Describe problems, adjustments and advantages of entering a nontraditional occupation.

COMPETENCY XII: Skills in career exploration and planning.

The student will --

1. Develop career plans that include the concept that a changing world demands lifelong learning.
2. Acquire knowledge of postsecondary vocational and academic programs.
3. Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.
4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.
5. Use school and community resources to explore education and career choices.
6. Describe the costs and benefits of self employment.
7. Acquire occupational-related skills through volunteer experiences, part-time employment and/or cooperative education programs.
8. Develop skills necessary to compare education and job opportunities in terms of occupational, training and continuing education benefits.

CAREER GUIDANCE GOALS K-12

ELEMENTARY GOALS	MIDDLE/JR.H. GOALS	HIGH SCHOOL GOALS
1.0 LEARNING	2.0 LEARNING	3.0 LEARNING
1.0 Learn about the school environment and learn to live in harmony with that environment.	2.0 Understand how the home/school environment relates to the community and state environment.	3.1 Apply knowledge of how the school environment relates to community and work environments.
1.2 Learn about one's own strengths and abilities and how to learn most effectively.	2.2 Understand one's own strengths and abilities and how to learn most effectively.	3.2 Apply knowledge of one's own strengths and abilities in a variety of life tasks.
1.3 Learn how to assess one's own learning needs and where and when to seek help.	2.3 Understand one's own learning needs and learning styles to effectively use community resources.	3.3 Apply knowledge of one's learning needs and learning styles to effective use of information networks.
1.4 Learn about problem-solving skills.	2.4 Understand problem-solving skills and their application as it relates to their developmental needs.	3.4 Apply problem solving skills to Learning, Personal-Social, and Career decisions.
1.0 PERSONAL/SOCIAL	2.0 PERSONAL/SOCIAL	3.0 PERSONAL/SOCIAL
1.1 Learn about attitudes and their affect on self, others, and the school and family environments.	2.1 Understand attitudes about self and others, the school and family environments, and their affect on one's behavior.	3.1 Apply the knowledge of attitudes about self and others, the school and family environments and their affect on one's behavior.
1.2 Learn about the concept of ongoing change in school, home and community lives.	2.2 Understand the impact of ongoing changes in personal and academic life.	3.2 Apply the knowledge of ongoing change in making choices and developing plans.
1.3 Learn about emotional, physical and intellectual development and their influence on self and others behavior.	2.3 Understand physical, emotional, and intellectual growth and development and their influence on self and others.	3.3 Apply knowledge of physical, emotional, and intellectual growth and development in understanding the behavior of self and others.
1.4 Learn about differences among people's cultures and lifestyles.	2.4 Understand the influences of differences among peoples cultures and lifestyles.	3.4 Apply the knowledge of cultural and lifestyle differences to one's life.
1.0 CAREER	2.0 CAREER	3.0 CAREER
1.1 Learn about different occupations/careers. (career clusters) Leisure time as opportunity for occupation/career.	2.1 Understand differences within and between occupation/career clusters.	3.1 Apply knowledge of differences within and between occupation/career clusters in making career choices.
1.2 Learn about changing male/female roles.	2.2 Understand the affects of male/female roles on career choice.	3.2 Apply knowledge of continuous changes of male/female roles as they relate to career choice.
1.3 Learn about one's own personal interests and preferences related to careers.	2.3 Understand personal interests, skills, and aptitudes as they relate to broad occupational areas.	3.3 Apply knowledge of personal interests, skills, and aptitudes to career choices.
1.4 Learn about what it means to work.	2.4 Understand the meaning of work as it relates to personal social contexts.	3.4 Apply knowledge of the meaning of work to career choice.

APPENDIX K

BIBLIOGRAPHY * GRADES K-5

BOOKS

Aycox, Frank. Games We Should Play In School. K-6 (S.S.S.S.) Front Row Experience. c1985.

Beskow, Elsa. Pelle's New Suit. Harper and Row.

Bingham, Mindy. Minou. Advocacy Press. c1987.

Food, Fitness, and Health. 6-10. (O.L.)

Freed, Alvyn and Margaret Freed. TA for Tots: and Other Prinzes. Vol. I and II. (O.L.)

Freed, Alvyn and Margaret Freed. TA for Kids: and Grown-ups Too. (O.L.)

Gall, Maredith and Joyce Gall. Study for Success. Monroe Press.

Gander, Father. Father Gander Nursery Rhymes: The Equal Rhymes Amendment. Advocacy Press. c1985.

Gazda, George M. et al. Real Talk: Exercises in Friendship and Helping Skills. (S.S.S.S.) Humanics Limited. c1981.

Handbook of Job Facts. Science Research Associates.

Jasinek, Doris and Pamela Bell Ryan. A Family is a Circle of People Who Love You. Comp Care Publishers.

Krementz, Jill. How It Feels When Parents Divorce. 4-9 (S.S.S.S.) Knopf. c1984.

Lee, Nancy and Linda Oldham. Hands On Heritage. (S.S.S.S.) Hands On Publications.

Lenett, Robin and Dana Barthelme. It's O.K. to Say No! Restauration Books.

Morrison, Kenneth and Marcia Thompson. Feeling Good About Me--For Elementary School Facilitators. (S.S.S.S.) Educational Media Corporation.

Occupational Outlook Handbook. (OOH) National Labor Market Resources. U.S. Department of Labor.

O'Neill, Mary. Hailstones and Halibut Bones: Adventures in Color. Doubleday. c1961.

Spinoff. National Labor Market Resources. Superintendent of Documents. U.S. Government Printing Office.

BOOK SERIES

Berry, Joy Wilt. The Survival Series for Kids: What to Do When Your Mom or Dad Says... 1. Do Something Besides Watching TV! 2. Don't Hang Around With the Wrong Crowd! 3. Do Your Homework! 4. Get Good Grades! 5. Be Good! 6. Earn Your Allowance! 2-6 (S.S.S.S.) Living Skills Press. c1981-1983.

Changing Years Series. 1. My Journal of Personal Growth; 2. My Relationships with Others; 3. My changing Body; 4. My Choices and Decisions. 5-9 Reproducible. (O.L.)

ACTIVITY and/or REPRODUCIBLE BOOKS

Attitudes and Values Spirit Masters. Me, Myself, and I (Primary); All About Me (K-3); Decision Making (4-12); Values Spirit Masters (4-12). (O.L.)

Attitudes and Values Reproducible Activities. I Am Special (1-4); My Special Feelings (2-4); Dealing With Feelings (2-6); Goal Getters (4-6); The Month-to-Month Me (4-7). (O. L.)

Big Book of Study Skills. (O.L.)

Big Book of Study Skills Reproducibles. (O.L.)

Career Activity Books. Careers & Me (K-2); The Career Workbook (3-5). (O.L.) Teachers.

Cihak, Mary K. and Barbara Jackson Heron. Games Children Should Play: Sequential Lessons for Teaching Communication Skills in Grades K-6. (S.S.S.S.) Goodyear Books, Scott Foresman.

Circles and Square Pegs. 3-6 (O.L.) Reproducible Activity Book.

Communicating to Make Friends. K-6 (O.L.)

Decision Making for Success in Life: Series. 1. Personal Skills; 2. Social Skills; 3. Survival Skills. 4-8 (S.S.S.S.) Reproducible Activity Books. Educational Insights. c1985.

Eddy, Arlene and Vera Gieman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. K-8 (S.S.S.S.) Educational Service, Inc.

Farnette, Cherrie et al. At Least A Thousand Things to Do: A Career-Awareness Activity Book. Mid-upper elementary. (S.S.S.S.) Incentive Publications.

Farnette, Cherrie et al. I've Got Me and I'm Glad: A Self-Awareness Activity Book. Mid-upper elementary. (S.S.S.S.) Incentive Publications.

Farnette, Cherrie et al. People Need Each Other. (S.S.S.S.) Incentive Publications.

Follow Directions Carefully. K-1, 2-3, 4-5. (O.L.)

Funes, Marilyn and Alan Lazarus. Popular Careers. 4-9 (S.S.S.S.) Learning Well. c1983.

Gahris, Cindi. Career Education. Good Apple. (S.S.S.S.) Good Apple. c1983.

Games Children Should Play. K-6 (O.L.)

Griswold, Vera Jo and Judith Starke. Multi-Cultural Art Projects. (S.S.S.S.) Good Apple. c1982.

Jackson, Alice. Learning Units in Careers. 3-6 (S.S.S.S.) Instructo/McGraw-Hill.

Learning To Think and Choose. K-6 (O.L.)

Lipson, Greta and Jane A. Romatowski. Ethnic Pride. 4-9 (S.S.S.S.) Good Apple. c1983.

Listening Games. (O.L.)

Listening and Following Directions Reproducibles. "Who's Listening?" (1-3); "Lively Listening" (4-6). (O.L.)

Me I'm Learning to Be, The. 4-6 (S.S.S.S.) Incentive Publications. c1983.

Mind Your Manners. 1-3 (O.L.)

Morrison, Kenneth and Marcia Thompson. Feeling Good About Me-For Elementary School Facilitators. (S.S.S.S.) Educational Media Corporation.

Ourth, John and Kathie Tamarri. Career Caravan. 4-8 (S.S.S.S.) Good Apple.

Science Activity Packs. Energy; Plants & Animals; Space Travel. (O.L.)

Self-Concept Series. Reproducible Activity Books. 3-6 Loving; Communicating; Choosing; Cooperating; Feelings; Caring; Relating. 4-9 Appreciating; Belonging; Coping; Sharing. (S.S.S.S.) Good Apple. c1981-1985.

You + Me = Us. 3-6 (O.L.) A/R Books.

ASSESSMENT INSTRUMENTS

Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. (pp.95-110, Learning Style Inventory). New York: Parker Publishing Company, Inc. c1975.

Nebraska Career Information System. (NCIS). State Labor Market Resources. c1988-89.

Quest. Chronicle Guidance Publications, Inc.

CASSETTES

Schrank, Jeffrey. Effective Communication. 4 Cassettes, 5. Photocopy masters. (S.S.S.S.) Learning Seed. c1985.

Self Esteem Development: That Special Person Is Me. (O.L.)

Self Esteem Development: I Have The Power. (O.L.)

DISKS

Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. "Learning Style Inventory" (pp95-110). New York: Parker Publishing Co., Inc. c1975.

FILMSTRIPS

Charlie Brown's Career Education Program. Primary Series: (K-3) 1. You May Like Many Jobs; 5. We All Have Special Skills; 7. It's Your Hobby; 8. Work Means Different Things; 9. People Do Different Kinds of Work; 10. Work Is Important. Intermediate Series A: (4-8) 2. You May Be Moving; 9. There's a Lot You Can Do; 10. You Need to Work; 11. We All Have Dignity. Intermediate Series B: (4-8) 1. How Do You Want to Live; 2. Leisure Time Is Important; 6. We Need Teamwork; 7. It's Fun Working With you; 9. We All Need Self-Fulfillment. (S.S.S.S.) Random House School Division.

Dealing With Failure: 1. What is Failure? 2. Life After Failure. (O.L.)

Developing Good Work and Study Habits. 1. How to Study; 2. Following Directions.; 3. Opening New Doors; 4. Looking Up Facts and Information; 5. What to Do When You Fail; 6. Oral Reports: How To Talk Out Loud. 3-6 (O.L.)

Learning to Cope. (Primary) Topics include: Fear, Anger, Jealousy, and Sadness. (O.L.)

Learning to Learn. 1. Study Habits; 2. Taking Notes; 3. Reports and Projects; 4. Taking Tests. 4-8 (O.L.)

Parables From Nature: K-3 Bushy the Squirrel; Peppy the Pup; Chuckie Chipmunk; Bruso the Beaver; Bootsie the Lamb; The Busy Bee; Speedy the Snail. (O.L.)

Why We Work. 3-7 (S.S.S.S.) Learning Tree.

GAMES

Can of Squirms. 4 levels: primary, intermediate, junior high, and high school. (O.L.)

Join. elementary.-adult. (S.S.S.S.) Creative Learning Systems.

POSTERS/ CHARTS/ MURALS

Learning Environment Bulletin Boards. "The Community". (O.L.)

Living Together In America. K-6 20 pictures, and activities manual. English/Spanish Titles. (S.S.S.S.) David Cook.

USOE Chart of Career Clusters. National Labor Market Resources.

VHS

Olney, Claudel V. Where There's A Will There's An A: How To Get Better Grades in Grade School. Grade School Seminar. 2 VHS w/ parent's manual. Chesterbrook Educational Publishers. c1989.

SOURCES
Addresses

Advocacy Press, P. O. Box 236, Santa Barbara, CA. 93201.

B.L. Winch & Associates: Jalmar Press, 45 Hitching Post Dr., Bldg. 2, Rolling Hills Estates, CA. 90274.

Career Aids (C.A.) 20417 Nordhoff St., Dept. C-34, Chatsworth, CA. 91311.

Chronicle Guidance Publications, Inc. Aurora Street, P.O. Box 1190, Moravia, N.Y. 13118-1190.

Comp Care Publishers, 2415 Annapolis Lane, Minneapolis, MN. 55441.

Monroe Press. 16107 Gledhill Street, Sepulveda, CA. 91343-2918.

National Labor Market Resources.
1. U.S. Department of Labor Publications.
2. U.S. Office of Education.
3. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Opportunities for Learning, Inc. (O.L.), 20417 Nordhoff St. Dept. 9-H, Chatsworth, CA. 91311.

Restauration Books. 150 S. Glenoaks Blvd., Suite 9176, Burbank, CA. 91510.

Science Research Associates. Maxwell Pergamon Publishing Co., Chicago, IL.

Social Studies School Service (S.S.S.S.) 10000 Culver Boulevard, Room 5, P. O. Box 802, Culver City, CA. 90232-0802.

State Labor Market Resources:
1. Nebraska Career Information System (NCIS): 511 Nebraska Hall, University of Nebraska-Lincoln, Lincoln, NE. 68588-0552.
2. Nebraska Department of Labor Publications: Phil Baker, Nebraska Occupational Information Coordinating Committee, 550 South 16th Street, Box 94600, Lincoln, NE. 68509. Ph: 402-475-8451.
3. State Department of Education Publications
4. State Occupational Information Coordinating Committee. Nebraska Department of Labor Publications. 550 South 16th Street, Box 94600, Lincoln, NE. 68509.

APPENDIX L

BIBLIOGRAPHY * GRADES 6-8

BOOKS/ PAPERBACKS

Bard, Ray and Fran Moody. Breaking In: The Guide to Over 500 Corporate Training Programs. (S.S.S.S.) Morrow. c1985.

Bennett, William. What Works - Schools Without Drugs. U. S. Department of Education. c1986.

Berger, Gilda. Women, Work, and Wages. (S.S.S.S.) Watts. c1986.

Bolles, Richard. The 1989 What Color Is Your Parachute? A practical Manual for Job-Hunters and Career-Changers. (S.S.S.S.) Ten Speed Press. Rev. Ed. c1989.

Booher, Dianna D. Making Friends with Yourself and Other Strangers. (S.S.S.S.) Simon and Schuster.

Cetron, Marvin and Thomas O'Toole. "Futurist" Magazine.

Cohen, Susan and Daniel Cohen. Teenage Stress. (S.S.S.S.) Evans. c1984.

Cornish, Edward (Editor) Careers Tomorrow: The Outlook for Work in a Changing World. (S.S.S.S.) World Future Society. c1983.

Cihak, Mary and Barbara Jackson. Games Children Should Play: Sequential Lessons for Teaching Communication Skills in Grades K-6. (S.S.S.S.) Goodyear Books, Scott Foresman.

Csikszentmihalyi, Mihaly and Reed Larson. Being Adolescent: Conflict and Growth in the Teenage Years. (S.S.S.S.) Basic Books. c1984.

Curtis, Robert. Mind and Mood: Understanding and Controlling Your Emotions. (S.S.S.S.) Scribners. c1986.

Dictionary of Occupational Titles. (DOT) National Labor Market Resources. U. S. Dept. of Labor. Fourth Edition. c1977.

Elchoness, Monte. Why Can't Anyone Hear Me?: A Guide for Surviving Adolescence. Monroe Press. c1986.

Encyclopedia of Careers. Chronicle Guidance Publications.

Feingold, Norman and Norma Reno Miller. Emerging Careers: New Occupations for the Year 2000 and Beyond. (S.S.S.S.) Garrett Park Press. c1983.

Food, Fitness, and Health. (O.L.)

Gazda, George et al. Real Talk: Exercises in Friendship and Helping Skills. (S.S.S.S.) Humanics Limited.

Gold, Robert. (editor) Stepping Stones: 17 Powerful Stories of Growing Up. (S.S.S.S.) Deli.

Guide to Occupational Exploration. (GOE) U. S. Dept. of Labor.

Henderson, Gail H. Dimensions of Life. Southwestern Publishing Co. c1985.

How to Help Students Succeed. 1. How to Help Students Succeed; 2. How to Be a Winner; 3. How to Ace Parenting. Pamphlets. (S.S.S.S.) J. Weston Walch. c1986.

Howard, Marion. Sometimes I Wonder About Me: Teenagers and Mental Health. (S.S.S.S.) Continuum. c1985.

Kehayan, Alex. SAGE: Self-Awareness Growth Experiences. (S.S.S.S.) B. L. Winch. c1983.

Kennedy, Eugene. If You Really Knew Me Would You Still Like Me? (S.S.S.S.) Argus.

Kid's Book About Single-Parent Families, The. (S.S.S.S.) Doubleday. c1985.

Kolodny, Nancy et al. Smart Choices. 7 and up (S.S.S.S.) Little, Brown. c1986.

Krementz, Jill. How It Feels When Parents Divorce. (S.S.S.S.) Knopf. c1984.

Lee, Essie E. and Richard Wortman. Down Is Not Out: Teenagers and Depression. (S.S.S.S.) Messner. c1986.

London, Kathleen et al. Who Am I? Who Are You? Grades 8-10. (S.S.S.S.) Addison-Wesley. c1983.

Males, Carolyn and Roberta Feigen. Life After High School: A Career Planning Guide. (S.S.S.S.) Messner. c1986.

Millyard, Anne W. and Rick Wilks. Getting Along. Ages 8-15. (S.S.S.S.) Fearon.

Myers, Irma and Arthur Myers. Why You Feel Down and What You Can Do About It. 7-12. (S.S.S.S.) Aladdin. c1982.

Newman, Susan. You Can Say No to a Drink or a Drug. (S.S.S.S.) Perigee. c1986.

Occupational Outlook Handbook. (OOH) (C.A.) U. S. Dept. of Labor.

Parkinsen, Robert A. Growing Up on Purpose. 4-9 (S.S.S.S.) Research Press. c1985.

Powledge, Fred. You'll Survive! Late Blooming, Early Blooming, Loneliness, Klutziness, and Other Problems of Adolescence, and How to Live Through Them. (S.S.S.S.) Scribners. c1986.

Rainer, Tristine. The New Diary: How to Use a Journal for Self-Guidance and Expanded Creativity. (S.S.S.S.) Houghton-Mifflin.

Ratliffe, Sharon A. and Deldee M. Herman. Self-Awareness: Communicating With Yourself and Others. Advice and Activities. (S.S.S.S.) National Textbook.

Rettig. Jack. Careers: Exploration and Decision. (S.S.S.S.) Fearon. Second Edition. c1986.

Rofes, Eric (editor). The Kids' Book of Divorce: By, For, and About Kids. (S.S.S.S.) Random House.

Schwartz, Lester and Irv Brechner. Career Tracks. (S.S.S.S.) Ballantine. c1985.

Seixas, Judith. Alcohol, What It Is, What It Does. 4-6 (S.S.S.S.). Greenwillow.

Simon, Nissa. Don't Worry, You're Normal: A Teenager's Guide to Self-Health. (S.S.S.S.) Crowell. c1982.

Trade and Technical Careers and Training Handbook. National Assn. of Trade and Technical Schools, 2251 Wisconsin Avenue, N.W., Washington, D.C. 20007.

Varenhorst, Barbara. Real Friends: Becoming the Friend You'd Like to Be. (S.S.S.S.) Harper & Row. c1983.

Vedral, Joyce. I Dare You. (S.S.S.S.) Ballantine. c1985.

Weinstein, Robert. Jobs for the 21st Century. (S.S.S.S.) Collier. c1983.

Wright, John. The American Almanac of Jobs and Salaries: 1987-1988 Edition. (S.S.S.S.) Avon. Revised Edition. c1986.

BOOK SERIES

Berry, Joy Wilt. The Survival Series for Kids: What to Do When Your Mom or Dad Says... 1. Do Something Besides Watching TV! 2. Don't Hang Around With the Wrong Crowd! 3. Do Your Homework! 4. Get Good Grades! 5. Be Good! 6. Earn Your Allowance! 2-6 (S.S.S.S.) Living Skills Press. c1981-1983.

Career Choice Series: How to Match Your Fields of Study to Job Opportunities. Career Choices for Students of... 1. Art; 2. Business; 3. Communications and Journalism; 4. Computer Science; 5. English; 6. History; 7. Mathematics; 8. Political Science; 9. Psychology. (S.S.S.S.) Walker. c1985.

Changing Years Series. 1. My Journal of Personal Growth; 2. My Relationships with Others; 3. My changing Body; 4. My Choices and Decisions. 5-9 Reproducible. (O.L.)

Rattray, Jamie et al. Get High on Life Series. 1. Kids and Alcohol; 2. Kids and Smoking; 3. Kids and Drugs. (S.S.S.S.) Health Communications.

ACTIVITY and/or REPRODUCIBLE BOOKS

Attitudes and Values Spirit Masters. Me, Myself, and I (Pri); All About Me (K-3); Decision Making (4-12); Values Spirit Masters (4-12). (O.L.)

Attitudes and Values Reproducible Activities. Dealing With Feelings (2-6); Goal Getters (4-6); The Month-to-Month Me (4-7). (O.L.)

Bormaster, Jeffrey S. and Carol Lou Treat. Talking, Listening, Communicating. TLC Groups. 7th and up. Pro-Ed.

Career Activity Books: Career Capers (6-9) Reproducible Activity Book. (O.L.)

Changing Years Series, The. 1. My Journal of Personal Growth; 2. My Relationships with Others; 3. My Changing Body; 4. My Choices and Decisions. Reproducible. (O.L.)

Chapman, Elwood. The Fifty Minute Series. "Career Discovery Program". Crisp Publications, Inc. 95 First Street. Los Altos, CA. c1988.

Circles and Square Pegs. Reproducible Activity Book. (O.L.)

Decision Making for Success in Life: 1. Personal Skills; 2. Social Skills; 3. Survival Skills. Reproducible Activity Book. (S.S.S.S.) Educational Insights. c1985.

Dorn, Lois. Peace In The Family: A Workbook of Ideas and Actions. (S.S.S.S.) Pantheon. c1983.

Dossick, Jane and Eugene Shea. Creative Therapy: 52 Exercises for Groups. Professional Resources Exchange, Inc. c1988.

Draze, Dianne. Options: A Guide for Creative Decision Making. 4-9 (S.S.S.S.) Dandy Lion. c1982.

Eddy, Arlene & Vera Gierman. Career: A Handbook of Elementary Classroom Ideas to Motivate the Teaching of Career Education. (S.S.S.S.) Educational Service, Inc.

Exploring Careers. 5-12 (S.S.S.S.) Educational Design.

Family Living: Puzzles, Games, and Individual Activities. 24 Spirit Masters. (S.S.S.S.) Hayes. c1983.

Farnette, Cherrie et al. At Least a Thousand Things To Do: A Career-Awareness Activity Book. Middle & Upper Elementary. 90 Reproducible pages. (S.S.S.S.) Intentive Publications.

Farnette, Cherrie et al. I've God Me and I'm Glad: A Self-Awareness Activity Book. Middle-Upper Grades. (S.S.S.S.) Incentive Publications.

Farnette, Cherrie et al. People Need Each Other. Relationship Building Activities. (S.S.S.S.) Incentive Publications.

Gahris, Cindi. Career Education: Good Apple. 4-7 (S.S.S.S.) Good Apple. c1983.

Games Children Should Play. (O.L.) Activity Book.

Hastings, Jill M. & Marion Typpo. An Elephant in the Living Room. Workbook. (S.S.S.S.) Compcare. c1984.

Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (S.S.S.S.) Griffin Books.

Jackson, Alice. Learning Units in Careers. (S.S.S.S.) Instructo/McGraw-Hill.

Job Survival Skills. 7 and up (S.S.S.S.) Educational Design. c1984.

Listening and Following Directions Reproducibles: 1. Lively Listening (4-6); 2. Who's Following Directions? (6-9). (O.L.)

Maloney, Mary. Career Capers. Reproducible Activity Book. (S.S.S.S.) Teachers.

Me I'm Learning To Be, The. 4-6 (S.S.S.S.) Incentive Publications. c1983.

Ourth, John and Kathi Tamarri. Career Caravan. 4-8 (S.S.S.S.) Good Apple.

Pfeiffer, William and John Jones, Editors. Handbook of Structured Experiences for Human Relations Training. Activity Paperback Series. (S.S.S.S.) University Associates.

Schmidt. Fran and Alice Friedman. Creative Conflict Solving for Kids. Grades 4-9. (S.S.S.S.) c1985.

Self-Concept Series. Reproducible Activity Books. 4-9 Appreciating; Belonging; Coping; Sharing. 3-6 Loving; Communicating; Choosing; Cooperating; Feelings; Caring; Relating. (S.S.S.S.) Good Apple. c1981-1985.

Simon, Sidney. Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living. (S.S.S.S.) Argus.

Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Revised Edition. (S.S.S.S.) Dodd, Mead.

Stress: A Life Factor. 12 Transparencies, 16 spirit masters (S.S.S.S.) Milliken.

Taming Butterflies: Activities for Emotional and Social Growth. 4-7 (S.S.S.S.) Dandy Lion. c1983.

What Would You Do? Reproducible Activity Book. (S.S.S.S.) Educational Impressions. c1987.

World of Choice, A: Careers and You. Student Workbook (S.S.S.S.) ETC.

ASSESSMENT INSTRUMENTS

Career Directions. (S.S.S.S.) Jefferson Software. c1982.

Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. (pp.95-110, Learning Style Inventory). New York: Parker Publishing Company, Inc. c1975.

Nebraska Career Information System. (NCIS). State Labor Market Resources. c1988-89.

Quest. Chronicle Guidance Publications, Inc.

Schwartz, Lester and Irv Brechner. Career Finder. (S.S.S.S.) Ballantine. c1983.

SRA Self-Development Program. "What I Like To Do".

CASSETTES w/ SPIRIT MASTERS

How To Get Along on the Job: An Activity Pack. Cassette w/45 spirit masters. (S.S.S.S.) J. Weston Walch. c1985.

Schrank, Jeffrey. Effective Communication. Cassettes w/photocopy masters. (S.S.S.S.) Learning Seed. c1985.

Smith, Thomas. Survival Listening Skills. Cassette w/14 spirit masters. (S.S.S.S.) J. Weston Walch.

CURRICULUM PROGRAM

Walker, Hill et al. The Access Program: I. Relating to Peers; II. Relating to Adults; III. Relating to Yourself. Curriculum Program. (Pro-Ed)

DISKS

Decision Making and Problem Solving. (S.S.S.S.) c1984.

Job Survival Series. 1. Work Habits For Job Success; 2. First Day On The Job; 3. Personal Habits For Job Success; (S.S.S.S.) Color Graphics. MCE. c1983.

Self-Exploration Series. 1. Who Am I? 2. Career Exploration; 3. Study Skills. (S.S.S.S.) Instructional Enterprises.

FILMSTRIPS

Alcohol: What Do You Know? Sunburst. c1984.

As Others See Us. 1. The Real You; 2. Common-Sense Courtesy; 3. Body Language; 4. Looking Your Best. (S.S.S.S.) Glencoe. c1984.

Career Game, The. 7-12 FS/Cassette/Workbook (S.S.S.S.) Rick Trow.

Careers and Values: Understanding the Choices. I. What Matters to You? II. How to Decide. Sunburst. c1982.

Charlie Brown's Career Education Program. Intermediate Series A: You May Be Moving; There's a Lot You Can Do; You Need to Work; We All Have Dignity. Intermediate Series B: How Do You Want to Live; Leisure Time Is Important; We Need Teamwork; It's Fun Working With You; We All Need Self-Fulfillment. (S.S.S.S.) Random House School Division.

Coping With Anger, Embarrassment, Frustration, and Jealousy. 4-9 (S.S.S.S.) Learning Tree. c1981.

Coping With Family Changes. I. Redefining the Family; II. Single-Parent Families; III. Step-parents and Blended Families. Sunburst.

Coping With Fear, Temptation, Disappointment, and Frustration. 4-9 (S.S.S.S.) Learning Tree. c1981.

Coping With Peer Pressure: Getting Along Without Going Along. (S.S.S.S.) Guidance Associates. c1986.

Dealing With Failure. 1.What is Failure? 2. Life After Failure. (O.L.)

Developing Self-Confidence. 1. The Talent Show; 2. Mr. Avery's School; 3. Mom and Dad; 4. The Best You Can Be. 4-8 (S.S.S.S.) Learning Tree.

Developing Self-Respect. 1. Doing Your Share; 2. Doing What You Think Is Right; 3. Liking and Respecting Others;
4. Respecting Yourself. 4-9 (S.S.S.S.) Learning Tree.

Exploring Your Feelings. I. Feelings--What Are They?
II. Feelings--How to Cope. 5-9 Sunburst.

Finding Success: The Happy World of Swans. (O.L.)

Friends: How They Help...How They Hurt. I. Making Friends, Changing Friends; II. When Friends Are a Problem. 5-9 Sunburst. c1985.

Get the Message: Communication Basics. I. Keep It Personal; II. The Receiving End. Sunburst.

Group and You, The: Handling the Pressures. I. How Groups Work; II. Three Problems. 5-9 Sunburst. c1984.

Hooker, Dennis and Almut Hooker. Me and Others. Filmstrips/Cassettes/Worktexts. (S.S.S.S.) Educational Design.

How To Make Good Decisions. I. Decisions and Values; II. The Five-Step Process; III. Group Decision-Making. Sunburst.

Is There Life After High School? Planning Your Future. (S.S.S.S.) Guidance Associates.

Job Interview Skills. 1. Getting an Interview; 2. Getting Ready; 3. Behavior During the Interview; 4. Verbal Skills for the Interview. (S.S.S.S.) Educational Design. c1982.

Job Interview Skills. I. Getting Ready; II. Getting Through the Interview; III. Case Studies: Interview Situations. Sunburst.

Jobs for the '90s. I. Where You Fit In; II. The Doers and the Thinkers; III. The Creators and the Helpers; IV. The Persuaders and the Organizers. (Holland Hexagon). Sunburst. c1986.

Learning to Say No. I. Your Right to Say No; II. Becoming Assertive. Sunburst.

Let's Talk About...Responsibility. I. Where Responsibility Begins; II. Responsibility to Others. Sunburst.

Liking Me: Building Self-Esteem. I. Your Self-Image; II. Step By Step. Sunburst. c1986.

Living With Trouble: Crisis in the Family. I. Jackie's Family; II. David's Family; III. Eugene's Family. Sunburst. c1985.

Making Decisions: You Can Learn How. I. Why Make Decisions? II. Decisions Step-By-Step. 5-9 Sunburst.

Me Power: Building Self-Confidence. I. How Confident Are You? II. Four Steps to Self-Confidence. Sunburst.

No Boundaries: Equal Career Opportunities for All. (S.S.S.S.) Pathescope. c1983.

Person to Person: Learning to Communicate. I. Making Connections; II. Getting Personal; III. Learning to Listen. Sunburst.

Personal Enrichment Series: 5-9 #4. Finding Friends, Keeping Friends. (S.S.S.S.) Random House Media. c1986.

Relationships and Values: What Really Matters? 1. Friendship: Caught in the Middle; 2. Who Comes First: You or the Group? (O.L.)

Self-Assessment: A Tool for Career Decision. I. Why Self-Assessment? II. A Personal Inventory; III. Career Objectives. Sunburst. c1982.

Self-Concept: How I Know Who I Am. I. Origins of Self-Concept; II. Growth and Change. Sunburst.

Sexes Today, The: Moving Toward Equality. (S.S.S.S.) J. Weston Walch. c1985.

Simon, Sidney. I Am Loveable and Capable (I.A.L.A.C.): A Modern Allegory on the Classical Put-Down. Pamphlet/Filmstrip/Cassette. (S.S.S.S.) Argus.

Simon, Sidney. Vulture: A Modern Allegory on the Art of Putting Oneself Down. Paperback/Filmstrip/Cassette. (S.S.S.S.) Argus.

Stress Series. 1. Stress: An Overview; 2. Peer Stress; 3. Family Stress; 4. Performance Stress. 4-9 (S.S.S.S.) Marshfilm. c1984.

Stressful Years, The: Pressures on Teenagers. For parents and educators. (S.S.S.S.) New York Times.

Successful Family, The: You Can Make It Happen. 1. Nuclear Family; 2. Childless Family; 3. Step-Family. Sunburst. c1983.

Take It Easy: Dealing With Stress. 1. Short-Term Stress; 2. Long-Term Stress. Sunburst.

Teen-Parent Conflicts: Getting Along. 2 Parts. (S.S.S.S.) AVNA. c1984.

Thinking About Feelings. (S.S.S.S.) Human Relations Media. c1986.

Trouble At Home: Learning to Cope. I. Facing the Problem; II. Feeling Better. Sunburst. c1986.

Understanding Jobs and Careers. 4 Filmstrips w/Cassettes. 5-8 (S.S.S.S.) Learning Tree.

Understanding Stress and Conflict. 1. Stress; 2. Stress and Anxiety; 3. Coping With Stress. Sunburst. c1982.

Understanding Suicide. I. Tommy's Story; II. Help: Going For It. Sunburst. c1987.

What's Right, What's Wrong? I. Friendship: JoAnne's Decision/Fairness: Colin's Decision. II. Responsibility: Heather's Decision/Cheating: Brian's Decision. Sunburst.

What's Your Image? Filmstrip/Cassette/4 Spirit Masters. (C.A.)

Where The Jobs Are. Filmstrips w/Cassettes. Sunburst.

Who Am I? Looking At Self-Concept. I. What is Self-Concept? II. Four Steps To Changing. 5-9 Sunburst. c1984.

Who You Are and What You Are: Understanding Sex Roles. 4 Filmstrips w/Cassettes. (S.S.S.S.) Guidance Associates. c1982.

Why We Work. 3-7 (S.S.S.S.) Learning Tree.

Why Work? I. Looking Ahead; II. On the Job. Sunburst.

You and Your Parents: Making It Through the Tough Years. I. Why the Problem? II. Learning to Cope. 5-9 Sunburst. c1984.

GAMES and KITS

Auction. 1. Self-Awareness (5-8) 2. Lifestyles (7-adult) 3. Self-Liberation (7-adult). Game Kit. (S.S.S.S.) Creative Learning Systems.

Can of Squirms. (Primary/Intermediate/Junior High/High School) Role Playing Game. (O.L.)

Inner Choice: An Expanded Version of Innerchange With a Drug/ Alcohol Abuse and Smoking Prevention Program. Junior High Version. (S.S.S.S.) Palomares. c1985.

Jew, Wing and Robert Tong. Janus Job Interview Kit. (S.S.S.S.) Janus.

Join. (Elem. to adult) Game Kit. (S.S.S.S.) Creative Learning Systems.

Priorities. Boardgame. (S.S.S.S.) Simco.

Pro's and Con's: Sex Role Options. Game Kit. (S.S.S.S.) Creative Learning Systems.

Quality of Work Life: Person to Person Interaction Kits. (7-adult) Kit of 3 Flipbooks. (S.S.S.S.) Creative Learning Systems.

Tuning In To Others: Person to Person Interaction Kits. (7-adult) Kit of 3 Flipbooks. (S.S.S.S.) Creative Learning Systems.

Ungame, The: Tell It Like It Is! (Primary-adult) Board game. (S.S.S.S.) The Ungame Co.

Where Do You Draw the Line? An Ethics Game. Game Kit. (S.S.S.S.) Simile II.

POSTERS and PHOTO CARDS

Career Education Posters. 15 Career Cluster Posters. (C.A.)

Jobs for the '90s: 100 Photos of People at Their Work. Grades 6-12. (S.S.S.S.) Weston Walch. c1986.

Learning About Creers. K-6 20 Colored Posters. (S.S.S.S.) Marvel.

Strategies for Study. 6 Posters. (S.S.S.S.) Perfection Form. c1983.

Successful Student and Self-Esteem Posters. 16 Being Yourself Posters. (O.L.)

Valuing Yourself: 22 Ways to Develop Self-Esteem. Grades 6-12 22 Posters. (O.L.)

VHS

Olney, Claudel V. Where There's A Will There's An A. 2 VHS w/parent's manual. Chesterbrook Educational Publishers. c1989.

WORKTEXTS

Brewner, Margaret M. et al. Life Skills Attitudes in Everyday Living. (S.S.S.S.) Educational Design.

Building Self-Confidence. 6-12 (S.S.S.S.) Fearon. c1985.

Gelatt, H. B. et al. Deciding. 7-9 (S.S.S.S.) College Entrance Examination Board.

Janus Hi/Lo Illustrated Worktexts. 7-12 1. My Job Application File; 2. Get Hired! 13 Ways to Get a Job; 3. Don't Get Fired! 13 Ways to Hold Your Job; 4. Janus Job Planner; 5. Janus Job Interview Guide. (S.S.S.S.) Janus.

Read On! Write On! Series. 7-12 1. The Big Hassle and Other Plays, c1980; 2. The Put-Down Pro and Other Plays, c1980; 3. The Choice and Other Stories, c1980; 4. The Last Good-Bye and Other Stories, c1981; 5. Time to Change and Other Stores, c1981; 6. The Promise and Other Stories. c1980. (S.S.S.S.) Janus.

Schrank, Louise Welsh. Lifeplan: A Practical Guide to Successful Career Planning. (S.S.S.S.) VGM. Revised Edition. c1985.

Starkey, Carolyn and Norgina Penn. Essential Life Skills Series. What You Need To Know About... 1. Basic Writing Skill, Letters, and Consumer Complaints; 2. Reading, Ads, Reference Materials and Legal Documents; 3. Reading Labels, Directions and Newspapers; 4. Reading Signs, Directories, Schedules, maps, Charts, and Utility Bills; 5. Getting a Job and Filling Out Forms. 7 and up (S.S.S.S.) National Textbook Company. c1985.

Worley, Linda Pace. Getting to Know You and the People In Your Life. 7-9 (S.S.S.S.) • J. Weston Walch. c1985.

SOURCES

Career Aids (C.A.) 20417 Nordhoff St., Dept. C-34, Chatsworth, Ca. 91311.

Career & Vocational Skills Programs. (C.V.S.P.) Multi Media Education, Inc. Walter Sullivan, Voc. Specialist, 7530 Vinton St., Omaha, NE. 68124.

Chronicle Guidance Publications, Inc. Aurora Street, P.O. Box 1190, Moravia, N.Y. 13118-1190.

Crisp Publications, Inc. 95 First Street, Los Altos, CA 94022.

Differential Aptitude Tests: Computerized Adaptive Edition. The Psychological Corporation, Harcourt Brace Jovanovich, Inc. c1986. DSR Inc., 5848 Crampton, Ct., Rockford, IL. 61111.

Glencoe Publishing Co. Encino, CA.

Monroe Press. 16107 Gledhill Street, Sepulveda, CA. 91343-2918.

National Labor Market Resources.

1. U. S. Department of Labor Publications. Bureau of Labor Statistics; Employment and Training Administration.
2. U. S. Department of Defense.
3. U. S. Department of Commerce.
4. U. S. Department of Education, 555 New Jersey Avenue, NW, Washington, D.C. 20208.
5. U. S. Office of Management and Budget.
6. U. S. Government Printing Office.
7. State Chamber of Commerce Department, Chamber of the U.S.A., 1615 H Street, N.W., Washington, D.C. 20006.
8. Women's Bureau. 911 Walnut Street, Kansas City, Mo. 64106.

Opportunities for Learning, Inc. 20417 Nordhoff St., Dept. 9-H, Chatsworth, CA. 91311.

Pro-Ed. 5341 Industrial Oaks Blvd., Austin, TX. 78735.

Science Research Associates. (SRA) Maxwell Pergamon Publishing Co., Chicago, IL.

Social Studies School Service (S.S.S.S.). 10000 Culver Boulevard, Room 5, P. O. Box 802, Culver City, CA. 90232-0802

South-Western Publishing Co. Cincinnati, OH.

Stanford University Press. Stanford, CA.

State Labor Market Resources:

1. Nebraska Career Information System (NCIS): 511 Nebraska Hall, University of Nebraska-Lincoln, Lincoln, NE. 68588-0552.
2. Nebraska Department of Labor Publications: 550 South 16th Street, Box 94600, Lincoln, NE. 68509.
3. State Department of Education Publications

Sunburst Communications. 101 Castleton Street, Pleasantville, NY. 10570-9971.

VGM Career Horizons. A Division of National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL. 60646-1975.

APPENDIX M

BIBLIOGRAPHY * GRADES 9 - 12

BOOKS/ PAPERBACKS

Appalachia Educational Laboratory (AEL). Worker Trait Group Guide. Meridian Education Corporation. Bloomington, IL. 61701. Second Edition. c1988.

Army Occupational Handbook. National Labor Market Resources. U.S. Department of Defense.

Baltus, Rita K. Personal Psychology for Life and Work. "Are You Listening?". Pg. 221. New York. McGraw-Hill Book Co. Third Edition. c1988.

Bauer, Betsy. Getting Work Experience. (S.S.S.S.) 1985.

Block, Deborah. How To Get and Get Ahead on Your First Job. Lincolnwood (Chicago), IL. National Textbook Co. VGM Career Horizons. c1988.

Bolles, Richard. The 1989 What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers. (S.S.S.S.) Ten Speed Press. Rev. Ed. c1989.

Bolles, Richard. The Three Boxes of Life: And How to Get Out of Them. (S.S.S.S.) Ten Speed Press.

Brondino, Jeanne, et al. Raising Each Other: A Book for Parents and Teens. Hunter House Inc., P.O.Box 1302, Claremont, CA 91711.

Butler, Diane. Future Work. (S.S.S.S.) 1984.

Campbell, David P. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Niles, IL.: Argus Communications. c1974.

Casewit, Curtis. Foreign Jobs: The Most Popular Countries. (S.S.S.S.)

Chamberlain, Valerie M. and Eddye Eubanks. Personal Skills: For Home, School, and Work. Peoria, IL: Bennett Publishing Company. c1984.

Cohen, Susan & Daniel Cohen. Teenage Stress. (S.S.S.S.)

County Business Patterns. National Labor Market Resources. U.S. Department of Commerce, Bureau of the Census.

Daggett, William R. The Dynamics of Work. "Job and Career Information Sources". Pg. 40-45. Cincinnati, OH: Southwestern Publishing Co. c1984.

Daggett, William R. Your Future: Plans and Choices. "Career Information: Where To Look". Pg. 286-289. Cincinnati, OH: Southwestern Publishing Co. c1985.

Dictionary of Occupational Titles (DOT). National Labor Market Resources. U.S. Dept. of Labor, Employment and Training Administration. Fourth Edition. c1977.

Dictionary of National Unions and Employee Associations. National Labor Market Resources. U.S. Department of Labor, Bureau of Labor Statistics.

Dilley, Josiah. And I Thought I Knew How To Communicate! Fresh Choices in Relating. (S.S.S.S.) Educational Media. c1985.

Divine, James and Judy Divine. Strategies for Taking Tests. (S.S.S.S.) Barrons.

Edwards, E. W. Exploring Careers Using a Foreign Language. (S.S.S.S.)

Encyclopedia of Careers. Chronicle Guidance Publishers.

Feingold, S. Norman and Maxine H. Atwater. New Emerging Careers: Today, Tomorrow, and in the 21st Century. Garrett Park Press: Garrett Park, MD. c1988. 154 pp.

Feingold, S. Norman and Norma Reno Miller. Emerging Careers: New Occupations for the Year 200 and Beyond. Garrett Park Press: Garrett Park, MD. c1983. 172 pp.

Fisher, Roger and William Ury. Getting to Yes: Negotiating Agreement Without Giving In. (S.S.S.S.) Penguin. c1983.

Fleming. What to Say When You Don't Know What To Say. (S.S.S.S.) Scribner.

Gazda, George M. et al. Real Talk: Exercises in Friendship and Helping Skills. (S.S.S.S.) Humanics Limited.

Getting a Job. SVE Singer.

Guide to Occupational Exploration (GOE). National Labor Market Resources. U.S. Dept. of Labor, Employment and Training Administration.

Harrison, Allen and Robert Bramson. Styles of Thinking: Strategies for Asking Questions, Making Decisions, and Solving Problems. (S.S.S.S.) Doubleday.

Huebener, Theodore. Opportunities in Foreign Language Careers. (S.S.S.S.) VGM. c1981.

"In Nebraska: A Career Opportunity Guide". State Labor Market Resources. Nebraska Dept. of Labor.

Jensen, Clayne. Opportunities in Recreation and Leisure. (S.S.S.S.) Revised edition. c1983.

Johnson, Helen. How Do I Love Me? (S.S.S.S.) Sheffield. Second edition. c1986.

Kehayan, Alex. SAGE: Self-Awareness Growth Experiences. (S.S.S.S.) B.L. Winch and Associates. c1983.

Kelly, Joan M. and Ruth Volz-Patton. Career Skills. Glencoe Publishing Co.

Kennedy, Joyce Lain. Career Book. VGM Career Horizons. c1988.

Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. 4th Edition. w/Student Activity Workbook. Bennett and McKnight. c1986.

Kocher, Eric. International Jobs: Where They Are - How to Get Them. (S.S.S.S.) Addison-Wesley. Revised edition. c1984.

Kolodny, Nancy et al. Smart Choices. (S.S.S.S.) Brown. c1986.

Kroeger, Otto and Janet M. Thuesen. Type Talk. New York: Delacorte Press. c1988.

Labor Market Information and Employment Program Planning. National Labor Market Resources. U.S. Department of Labor, Employment and Training Administration.

Laird, Donald, et al. Psychology, Human Relations and Work Adjustment. Sixth Edition. New York: Greg Division, McGraw-Hill. c1983.

Leape, Martha. The Harvard Guide to Careers. (S.S.S.S.) Harvard University Press. c1983.

Levering, Robert et al. The 100 Best Companies to Work for in America. (S.S.S.S.) Plume. c1985 PB edition.

McFarland, Rhoda. Coping Through Assertiveness. (S.S.S.S.) Rosen. c1986.

McLaughlin, John and Stephen K. Merman. Writing a Job-Winning Resume. (S.S.S.S.) Prentice Hall.

Males, Carolyn & Roberta Feigen. Life After High School: A Career Planning Guide. (S.S.S.S.) Messner. c1986.

Mamchur, Carolyn. Insights: Understanding Yourself and Others. (S.S.S.S.) Ontario Institute for Studies in Education. c1984.

Military Career: Employment and Training Opportunities in the Military 1988-89. U.S. Dept. of Defense. U.S. Military Entrance Processing Command, 2500 Green Bay Road, North Chicago, IL. 60064.

Mitchell, Joyce Slayton. Choices & Challenges: A Career Book for Men. New York: College Entrance Examination Board. c1982.

Mitchell, Joyce Slayton. College to Career: The Guide to Job Opportunities. (S.S.S.S.) The College Board. c1986.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. New York: College Entrance Examination Board. 1st Edition. c1975.

Mitchell, Joyce Slayton. The Workbook: A Guide to Skilled Jobs. New York: Bantam Books. c1978.

"Nebraska Occupational Characteristics". State Labor Market Resources. State Occupational Information Coordinating Committee.

Noble, John. Part-Time and Summer Jobs. (S.S.S.S.) Dahlstrom. c1986.

Nordberg, Robert. Coping With Changing Values. (S.S.S.S.) Rosen. c1983.

Occupational Outlook Handbook. (OOH) National Labor Market Resources. U.S. Department of Labor, Bureau of Labor Statistics.

Occupational Outlook Quarterly. (OOQ) National Labor Market Resources. U.S. Department of Labor, Bureau of Labor Statistics.

Ratliffe, Sharon A. and Deldee M. Herman. Self-Awareness: Communicating with Yourself and Others. (S.S.S.S.) National Textbook.

Resumes That Get Jobs. (S.S.S.S.) Arco. Fourth ed. c1986.

Rettig, Jack. Careers: Exploration and Decision. (S.S.S.S.) Fearon. Second edition. c1986.

Rowe, John et al. The New Model Me. (S.S.S.S.) Teacher's College Press. Second Edition.

Russo, Jo Ann. Careers Without College: No B.S. Necessary. (S.S.S.S.) Betterway. c1985.

Saase, Connie R. Person to Person. "Communicating With Others". Chapter 7, Pg. 136-164. Glencoe Publishing Co. Mission Hills, CA. c1981.

Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (S.S.S.S.) VGM Revised edition. c1985.

Schwartz, Lester and Irv Brechner. Career Tracks. (S.S.S.S.) Ballantine. c1985.

Simon, Nissa. Don't Worry, You're Normal: A Teenager's Guide to Self-Health. (S.S.S.S.) Crowell. c1982.

Simon, Sidney. Negative Criticism: Its Swath of Destruction and What To Do About It. Allen, TX: Argus Communications. c1978.

"Sources of State Information and State Industrial Directories". National Labor Market Resources. State Chamber of Commerce Department.

Standard Industrial Classification. (SIC). National Labor Market Resources. Office of Management and Budget.

Standard Occupational Classification Manual. (SOC). National Labor Market Resources. U.S. Department of Commerce

Technical School Catalog. Apprenticeship.

Trade and Technical Careers & Training Handbook. National Assn. of Trade and Technical Schools. 2251 Wisconsin Avenue, N.W., Washington, D.C. 20007.

Varenhorst, Barbara. Real Friends: Becoming the Friend You'd Like to Have. (S.S.S.S.) Harper & Row. c1983.

Vedral, Joyce. I Dare You. (S.S.S.S.) Ballantine. c1985.

Weinstein, Robert. Jobs for the 21st Century. (S.S.S.S.) Collier. c1983.

Weigand, George. How To Succeed in High School: A Practical Guide to Better Grades. (S.S.S.S.) Barron's. Revised Edition.

Working Today and Tomorrow. Changing Times Education Service Division and Visual Education Corporation. EMC Publishing Corporation, 300 York Avenue, St. Paul Minnesota. 55101.

Wright, John. The American Almanac of Jobs and Salares: 1987-88 Edition. (S.S.S.S.) Avon. Revised edition. c1986.

BOOK SERIES

Career Choice Series: How to Match Your Fields of Study to Job Opportunities. 9 paperbacks. Career Choices for Students of... 1. Art; 2. Business; 3. Communications and Journalism; 4. Computer Science; 5. Political Science and Government; 6. Psychology; 7. English; 8. History; 9. Mathematics. (S.S.S.S.) Walker. c1985.

Franck, Irene and David Brownstone. Work Throughout History Series. 1. Builders; 2. Leaders and Lawyers; 3. Financiers and Traders. (S.S.S.S.) Facts on File. c1985-86.

Vocational Guidance Career Series. 30 Paperbacks. "Opportunities in"...Business Communications; Carpentry Careers; Telecommunications; Physical Therapy; Health and Medical Careers; Fashion Careers; State and Local Government Careers; Microelectronic Careers; Nutrition Careers; Printing Careers; Modeling; Your Own Service Business; Word Processing; Banking Careers; Law Careers; Fitness Careers; Computer Aided Design and Computer Aided Manufacturing; Broadcasting Careers; Financial Careers; Law Enforcement and Criminal Justice; Business Management; Airline Careers; Book Publishing Careers; Chemistry Careers; Psychology; Computer Science; Cable Television; Animal and Pet Care; Chiropractic Health Careers; Music. (S.S.S.S.) VGM Career Horizons. c1982-1986.

ACTIVITY and/or REPRODUCIBLE BOOKS

Abrams, Grace and Fran Schmidt. Activities for Exploring Conflict and Aggression. 50 reproducible activities. (S.S.S.S.) J. Weston Walch.

Being Fair and Being Free: A Human Relàtions Program for the Secondary School. (S.S.S.S.) Anit-Defamation League. c1986.

Career Skills: Spirit Masters Book Series. 1. Career Awareness; 2. Self Awareness; 3. Finding a Job;
4. Applying For A Job; 5. The Interview; 6. Job Information; 7. Job Thinking; 8. Job Attitudes; 9. Leaving a Job; 10. Personal Independence. (C.V.S.P.)

Chapman, Elwood. The Fifty Minute Series. "Career Discovery Program". Crisp Publications, Inc. 95 First Street. Los Altos, CA. c1988.

Churchill, Richard and Linda Churchill. Managing Yourself. 48 spirit masters. (S.S.S.S.) J. Weston Walch.

Developing As A Person. 12 transparencies/12 masters. (S.S.S.S.)

Dossick, Jane and Eugene Shea. Creative Therapy: 52 Exercises for Groups. Professional Resources Exchange, Inc. c1988.

Draze, Dianne. Options: A Guide for Creative Decision Making. (S.S.S.S.) Dandy Lion. c1982.

Exploring Careers. 5-12. 52 Spirit Masters. (S.S.S.S.) Educational Design.

Family Living: Puzzles, Games, and Individual Activities. (S.S.S.S.) Hayes. c1983.

Hoper, Claus et al. Awareness Games: Personal Growth Through Group Interaction. (S.S.S.S.) Griffin Books.

Kaufman, Debra. Essential Social Skills. 26 spirit masters. (S.S.S.S.) J. Weston Walch.

Kosuth, Joan & Sandy Minnesang. Choices: A Course in Personal Decision Making. Reproducible book. (S.S.S.S.) The Wright Group. Revised edition.

Nelson, Jack. Activities for Exploring Values. 50 spirit masters. (S.S.S.S.) J. Weston Walch.

Pfeiffer, William and John Jones, Editors. Handbook of Structured Experiences for Human Relations Training. Activity Paperback Series. (S.S.S.S.) University Associates.

Presno, Vincent and Carol Presno. The Value Realms: Activities for Helping Students Develop Values. (S.S.S.S.) Teacher's College Press.

Simon, Sidney. Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living. (S.S.S.S.) Argus.

Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Revised Edition. (S.S.S.S.) Dodd, Mead.

Stress Management for Teens: An Activity Pack. 50 spirit masters w/cassette (S.S.S.S.) J. Weston Walch. c1988.

ASSESSMENT INSTRUMENTS

Barrett, James and Geoffrey Williams. Test Your Own Job Aptitude: Exploring Your Career Potential. (S.S.S.S.) Penguin.

Campbell, David and Jo-Ida Hanses. SVIB-SCII: Strong-Campbell Interest Inventory. Form T325. (tests) Stanford University Press. 3rd Edition. c1981.

Canfield's Learning Style Inventory. Humanics Media. 5457 Pine Cone Rd. La Crescanta, CA. 91214.

Career Directions. (S.S.S.S.) Jefferson Software. c1982.

Differential Aptitude Tests. Computerized Adaptive Edition. Disk or Manual. DSR, Inc. 5848 Crampton Ct., Rockford, IL 61111. c1986.

Dunn, Rita and Kenneth Dunn. Educator's Self-Teaching Guide to Individualizing Instructional Programs. (pp.95-110, Learning Style Inventory). New York: Parker Publishing Company, Inc. c1975.

Gale, Barry and Linda Gale. Discovering What You're Best At: The National Career Aptitude System and Career Directory. (S.S.S.S.) Simon & Schuster. c1982.

Holland, John. The Self-Directed Search: Professional Manual. 1985 Revised Edition. Psychological Assessment Resources, Inc.

Keirsey, David and Marilyn Bates. Please Understand Me. Disk w/Book. (S.S.S.S.) Jefferson Software. c1985.

Klein, Ken and Celia Unterman. Career Aptitude Tests. (S.S.S.S.) Arco. c1984.

Kuder General Interest Survey. Workbook. (S.S.S.S.) Educational Design. c1987.

Myers, Isabel Briggs and Mary H. McCaully. Manual: A Guide to the Development and the Use of the Myers-Briggs Type Indicator. Palo Alto, CA: Consulting Psychologist Press. c1985.

Nebraska Career Information System (NCIS). State Labor Market Resources. c1988-89.

P-ACT (Pre-ACT). American College Testing. Iowa City, IA.

Schwartz, Lester and Irv Brechner. The Career Finder. (S.S.S.S.) Ballantine. c1983.

Setting Career Goals the Micro-Way. (S.S.S.S.) Career Development Software. c1985.

CASSETTES WITH SPIRIT MASTERS

How To Get Along On The Job: An Activity Pack. Cassette/ 45 spirit masters/guide. (S.S.S.S.) J. Weston Walch. c1985.

Schrank, Jeffrey. Effective Communication. 4 Cassettes/5 Photocopy masters/guide. (S.S.S.S.) Learning Seed. c1985.

Study Skills Activity Pack. 2 Cassettes w/9 spirit masters. (S.S.S.S.) J. Weston Walch. c1986.

CURRICULUM PROGRAM

Bershad, Carol and Nancy DiMella. The Changer and the Changed: A Working Guide to Personal Change. Three-part management course. (S.S.S.S.) Management Sciences for Health. c1983.

Walker, Hill et al. Access Program. I. Relating To Peers; II. Relating To Adults; III. Relating To Yourself. Pro-Ed. c1988.

Walling, Russell. Career Awareness Curriculum. Neptune Township Schools. c1986. Office of the Superintendent, 2106 Bangs Avenue, Neptune, NJ. 07753.

Women in Non Traditional Careers (WNTC). U. S. Department of Labor. National Labor Market Resources. Curriculum Guide. c1984.

DISKS

Decision Making and Problem Solving. (S.S.S.S.) c1984.

Employability Inventory, The. w/Seven Steps to Employment (Book). (C.A.)

Jobs in Today's World. (S.S.S.S.) MCE. c1986.

Job Readiness Series: 1. Job Attitudes; 2. Filling Out Job Applications; 3. Successful Job Interviewing; 4. Resumes Made Easy. (S.S.S.S.) MCE. c1986.

Self-Exploration Series. 1. Who Am I?; 2. Career Exploration; 3. Study Skills. (S.S.S.S.) Instructional Enterprises.

DISKS WITH REPRODUCIBLE WORKSHEETS

Job Survival Series. 1. Work Habits For Job Success; 2. First Day On The Job; 3. Personal Habits For Job Success; (S.S.S.S.) Color Graphics. MCE. c1983.

Learning Improvement Series. 1. Effective Study Skills; 2. Following Written Directions; 3. Improving Your Memory; 4. Strategies For Test Taking. (S.S.S.S.) MCE.

Setting Career Goals the Micro-Way. (S.S.S.S.) Career Development Software. c1985.

FILMSTRIPS W/CASSETTES

Am I Worthwhile? Identity and Self-Image. 4 Filmstrips w/cassettes or VHS. (S.S.S.S.) Center for the Humanities.

As Others See Us. 1. The Real You; 2. Common-Sense Courtesy; 3. Body Language; 4. Looking Your Best. (S.S.S.S.) Glencoe. c1984.

As Others See You: Creating a Reputation. 1. Labeling; 2. The Real You; 3. Reputation Workshop. Sunburst.

Career Game, The. 7-12 Filmstrip/cassette/workbook. (S.S.S.S.) Rick Trow.

Careers and Values: Understanding the Choices. 1. What Matters To You? 2. How To Decide. Sunburst. c1982.

Careers in the Leisure Time Industry. (S.S.S.S.) Pathescope/Associated Press.

Dealing With Decisions. 3 Filmstrips. (S.S.S.S.) Humans Relations Media.

Developing Self-Respect. 1. What is Self-Respect? 2. Know Thyself. Sunburst.

Hooker, Dennis and Almut Fleming. Me and Others. 2 FS/3 cassettes/24 worktexts/guide. (S.S.S.S.) Educational Design.

How To Make Good Decisions. 1. Decisions and Values; 2. The Five-Step Process; 3. Group Decision-Making. Sunburst. c1983.

Is There Life After High School?. 3 Filmstrips. (S.S.S.S.) Guidance Associates.

Job Interview Skills. 1. Getting an Interview; 2. Getting Ready; 3. Behavior During the Interview; 4. Verbal Skills for the Interview. (S.S.S.S.) Educational Design. c1982.

Job Interview Skills. 1. Getting Ready; 2. Getting Through the Interview; 3. Case Studies: Interview Situations. Sunburst.

Job Readiness: Acquiring the Skills. 1. What Employers Look For; 2. Acquiring the Skills. Sunburst. c1982.

Job Skills for the Future. 1. Self-Evaluation; 2. College--Two Years, Four Year, or More? 3. Alternatives to College; 4. The Prospects for Tomorrow. Also with 20 duplicating masters. (S.S.S.S.) Newsweek.

Jobs for the 90's. 1. Where You Fit In; 2. The Doers and the Thinkers; 3. The Creators and the Helpers; 4. The Persuaders and the Organizers. Sunburst.

Life Goals: Setting Personal Priorities. 3 FS w/cassettes. (S.S.S.S.) Human Relations Media.

Me and Jobs. 5 FS w/cassettes. (S.S.S.S.) Educational Design.

Me Power: Building Self-Confidence. 1. How Confident Are You? 2. Four Steps to Self-Confidence. Sunburst.

New Independent Living Series, The. 1. What is Lifestyle? 2. Choosing Your Lifestyle; 3. Lifestyle Changes; 4. Generations of Lifestyles. With reproducible activity sheets. (S.S.S.S.) Glencoe.

No Boundaries: Equal Career Opportunities For All. 2 FS w/cassettes. (S.S.S.S.) Pathescope. c1983.

Person-to-Person: Learning to Communicate. 1. Making Connections; 2. Getting Personal; 3. Learning to Listen. Sunburst. c1984.

Personality Theories: Explaining Who We Are. 1. What Is Personality? 2. How Does Personality Develop? 3. The Search for Identity. Sunburst.

Resumes/Job Applications: A Practical Guide. 1. Creating a Resume; 2. Filling Out Applications. Sunburst. c1983.

Self-Assessment: A Tool for Career Decision. 1. Why Self- Assessment? 2. A Personal Inventory; 3. Career Objectives. Sunburst. c1982.

Sidney Simon. I Am Lovable and Capable (I.A.L.A.C.): A Modern Allegory on the Classical Put-Down. Also Pamphlet and VHS. (S.S.S.S.) Argus.

Successful Family, The: You Can Make It Happen. 3 FS w/cassettes. Sunburst. c1983.

Teen-Parent Conflicts: Getting Along. 2 FS w/cassettes. (S.S.S.S.) AVNA. c1984.

Teenage Blues: Coping With Depression. 1. Helping Yourself; 2. When You Need Help; 3. Helping Others Cope. Sunburst. c1983.

Values In America. 2 FS/2 cassettes/12 worksheets. (S.S.S.S.) Centre Productions. c1983.

Who Am I?: Looking at Self-Concept. 1. What Is Self-Concept? 2. Four Steps to Changing. Sunburst. c1984.

Who You Are and What You Are: Understanding Sex Roles. 4 FS. (S.S.S.S.) Guidance Associates. c1982.

Why Work? 1. Looking Ahead; 2. On the Job. Sunburst. c1984.

GAMES & KITS

Auction. 1. Self-Awareness; 2. Lifestyle; 3. Self-Liberation. Simulation learning kit. (S.S.S.S.) Creative Learning Systems.

Dilemma. Extemded kit for up to 35 players. (S.S.S.S.) Creative Learning Systems.

Innerchoice: Junior High Version. 44 Instructional Units. (S.S.S.S.) Palomares. c1985.

Innerchoice: Senior High Version. 47 Instructional Units. (S.S.S.S.) Palomares. c1985.

Jew, Wing and Robert Tong. Janus Job Interview Kit. 30 photo cards, 3 spirit masters, job tickets, guide. (S.S.S.S.) Janus.

Priorities. Boardgame. (S.S.S.S.) Simco.

Pro's and Con's: Sex Role Options. Simulation kit for up to 16 participants. (S.S.S.S.) Creative Learning Systems.

Quality of Work Life: Person to Person Interaction Kits. 3 Flipbooks. (S.S.S.S.) Creative Learning Systems.

Simon, Sidney. Negative Criticism. Interviewing Simulations for Jobs.

Tuning In To Others: Person to Person Interaction Kits. 3 Flipbooks. (S.S.S.S.) Creative Learning Systems.

POSTERS

Career Education Posters. (C.A.)

Strategies for Study. (S.S.S.S.) Perfection Form. c1983.

WALL CHARTS

Career Education Wall Charts. (S.S.S.S.) Garrett Park Press.

WORKBOOKS and WORKTEXTS

Bingham, Mindy et al. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. w/companion workbook. (S.S.S.S.) Advocacy Press. Revised edition. c1985.

Bingham, Mindy et al. Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. w/companion workbook. (S.S.S.S.) Advocacy Press. Revised edition. c1984.

Bingham, Mindy and Sandy Stryker. More Choices: A Strategic Planning Guide for Mixing Career and Family. w/companion workbook. (S.S.S.S.) Advocacy Press. c1987.

Bolles, Richard and Victoria Zenoff. The Quick Job-Hunting Map. (Beginning Version). Workbook. (S.S.S.S.) Ten Speed.

Brewner, Margaret et al. Life Skills Attitudes in Everyday Living. Worktext. (S.S.S.S.) Educational Design.

Building Self-Confidence. 10 worktexts. (S.S.S.S.) Fearon. c1985.

Crystal, John and Richard Bolles. Where Do I Go From Here With My Life? Workbook/Manual. (S.S.S.S.) Seabury Press.

Dahlstrom, Harry. Job Hunting Handbook. Worktext. (S.S.S.S.) Dahlstrom. c1983.

Feingold, S. Norman. Futuristic Exercises: A Workbook for Emerging Lifestyles and Careers in the 21st Century and Beyond. Garrett Park Press: Garrett Park, MD. c1989. 124pp.

Gelatt, H. B. et al. Deciding. Worktext. (S.S.S.S.) College Entrance Examination Board.

Hooker, Dennis and Almut Fleming. Me and Jobs. Workbook. (S.S.S.S.) Educational Design. Revised edition. c1982.

Janus Hi-Lo Illustrated Worktexts. 1. My Job Application File; 2. Get Hired!; 3. Don't Get Fired!; 4. Janus Job Planner; 5.Janus Job Interview Guide. (S.S.S.S.) Janus.

Job Survival Skills. Workbook. (S.S.S.S.) Educational Design. c1987.

Neidhardt, Joseph and Irene Suyin Lee. Stress Management Workbook for Senior High School Students. (S.S.S.S.) Western Center for Preventive and Behavioral Medicine. c1982.

Schrank, Louise W. Lifeplan: A Practical Guide to Successful Career Planning. (S.S.S.S.) VGM. Revised edition. c1985.

Strategies for Study. (S.S.S.S.) Perfection Form. c1983.

Study Skills. (S.S.S.S.) Educational Enrichment Materials.

VHS or 16 mm FILM

Future Shock. McGraw-Hill Films. 1984. (VHS).
Metromedia Producers Corp. 1972. (16mm Film).

SOURCES

Career Aids (C.A.) 20417 Nordhoff St., Dept. C-34, Chatsworth, CA. 91311.

Career & Vocational Skills Programs. (C.V.S.P.) Multi Media Education, Inc. Walter Sullivan, Voc. Specialist, 7530 Vinton St., Omaha, NE. 68124.

Chronicle Guidance Publications, Inc. Aurora Street, P.O. Box 1190, Moravia, NY. 13118-1190.

Crisp Publications, Inc. 95 First Street, Los Altos, CA 94022.

Differential Aptitude Tests: Computerized Adaptive Edition. The Psychological Corporation, Harcourt Brace Jovanovich, Inc. c1986. DSR Inc., 5848 Crampton, Ct., Rockford, IL. 61111.

Glencoe Publishing Co., Encino, CA.

Humanics Media. 5457 Pine Cone Rd., LaCrescenta, CA. 91214.

National Labor Market Resources.

1. U. S. Department of Labor Publications. Bureau of Labor Statistics; Employment and Training Administration.
2. U. S. Department of Defense.
3. U. S. Department of Commerce.
4. Office of Management and Budget.
5. U. S. Government Printing Office.
6. State Chamber of Commerce Department, Chamber of the U.S.A., 1615 H Street, N.W., Washington, D.C. 20006.
7. Women's Bureau. 911 Walnut Street, Kansas City, MO. 64106.

Opportunities for Learning, Inc., 20417 Nordhoff St., Dept. 9-H, Chatsworth, CA. 91311.

Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX. 78735

Professional Resources Exchange, Inc., P. O. Box 15560, Sarasota, FL. 34277-1560

Psychological Assessment Resources Inc., P.O. Box 98, Odessa, FL. 33556.

Science Research Associates. Maxwell Pergamon Publishing Co., Chicago, IL.

Social Studies School Service (S.S.S.S.), 10000 Culver Boulevard, Room 5, P. O. Box 802, Culver City, CA. 90232-0802

South-Western Publishing Co. Cincinnati, OH.

Stanford University Press. Stanford, CA.

State Labor Market Resources:

1. Nebraska Career Information System (NCIS): 511 Nebraska Hall, University of Nebraska-Lincoln, Lincoln, NE. 68588-0552.
2. Nebraska Department of Labor Publications: Phil Baker, Nebraska Occupational Information Coordinating Committee, 550 South 16th Street, Box 94600, Lincoln, NE. 68509. Ph: 402-475-8451.
3. State Department of Education Publications
4. State Occupational Information Coordinating Committee. Nebraska Department of Labor Publications. 550 South 16th Street, Box 94600, Lincoln, NE. 68509.

Counselor Professional Certification Information:
1. State of Nebraska, Department of Education, Teacher Certification, 301 Centennial Mall South, Lincoln, NE. 68509. (For information regarding Teacher Certification);
2. State of Nebraska, Department of Health, Bureau of Examining Boards, 301 Centennial Mall South, Lincoln, NE. 68509. (For publication of Professions Regulated in Nebraska)

Sunburst Communications, 101 Castleton Street, Pleasantville, NY. 10570-9971.

VGM Career Horizons, A Division of National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL. 60646-1975.